DOCUMENT RESUME

ED 101 754 IR 001 618

AUTHOR Logsdon, Richard H.
TITLE Library Manpower and Education in Indiana.
INSTITUTION Indiana State Library, Indianapolis.
REPORT NO IRR-74/75-5
PUB DATE Aug 73
NOTE 162p.

EDRS PRICE MF-$0.76 HC-$8.24 PLUS POSTAGE
DESCRIPTORS Certification; *Librarians; Libraries; *Library Education; Library Expenditures; Library Schools; Library Standards; *Library Surveys; *Manpower Needs; Masters Degrees; *Personnel Needs; Questionnaires; Salaries; Staff Utilization; State Surveys
IDENTIFIERS *Indiana

ABSTRACT

To study library education in relation to library manpower needs in Indiana, questionnaires were sent to the state's library schools and to its public, academic, school, and special libraries. Information was collected on the basic concerns of libraries in the areas of professional education and staff utilization specific past and future staffing requirements, and the current programs and population in library schools. Staff profiles and manpower projections were made for each type of library, as was an analysis of the positions, salaries, ages, and educational backgrounds of recent appointees. Among the conclusions of this study were that the Masters of Library Science should constitute the minimum level of educational attainment for entry into the profession, exclusively undergraduate programs should be gradually phased out, and library schools should work to make their programs responsive to the needs of the library community. Attention should be given to the role of the library technical assistant, to inservice training, and to certification standards. (SL)

ED101754

LIBRARY MANPOWER AND EDUCATION

IN INDIANA

A Study Sponsored by the

Indiana State Library

BEST COPY AVAILABLE

IR 001 618

LIBRARY MANPOWER AND EDUCATION

IN INDIANA

A Study Sponsored by the

Indiana State Library

by

Richard H. Logsdon
Consultant

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Indianapolis
Indiana State Library
August 1973

Page

TABLE OF CONTENTS ---------- ii

CHAPTER

I. DATA COLLECTION AND ANALYSIS ---------- 1

II. VIEWS FROM THE FIELD ---------- 7

III. PUBLIC LIBRARIES ---------- 23

IV. ACADEMIC LIBRARIES ---------- 43

V. SCHOOL LIBRARIES ---------- 61

VI. SPECIAL LIBRARIES ---------- 81

VII. LIBRARY EDUCATION PROGRAMS ---------- 84

VIII. PERSONNEL REQUIREMENTS OF INDIANA LIBRARIES ------ 96

IX. CONCLUSIONS AND RECOMMENDATIONS ---------- 109

LIST OF APPENDICES ---------- ii

A. A STUDY OF INDIANA LIBRARY EDUCATION IN RELATION TO MANPOWER NEEDS (THE ORIGINAL PROPOSAL) -------- 138

B. LIBRARY MANPOWER AND EDUCATION SURVEY ADVISORY COMMITTEE ---------- 140

C. MANPOWER AND EDUCATION STUDY (FORM 1) ---------- 141

D. PERSONNEL INVENTORY QUESTIONNAIRE (FORM 2 AND 2A)- 143

E. MARCELLE K. FOOTE MEMORANDUM TO SCHOOL SUPERINTENDENTS OF INDIANA SCHOOL CORPORATIONS ---------- 148

F. MARCELLE K. FOOTE LETTER TO INDIANA LIBRARIANS --- 149

G. MEMORANDUM TO DEANS AND DIRECTORS OF LIBRARY EDUCATION PROGRAMS (FORM 3) ---------- 150

H. TABLE 26 - SALARY DATA FOR APPOINTEES TO PUBLIC, ACADEMIC AND SCHOOL LIBRARIES... 1969-72 --------- 152

I. TABLE 27 - EDUCATIONAL INSTITUTIONS GRANTING DEGREES TO PROFESSIONAL APPOINTEES... 1969-72 ---- 153

LIST OF TABLES

		Page
1.	Profile of Budgeted Positions in Reporting Publi Libraries	24
2.	Distribution of Minimum Salaries in Reporting Public Libraries by $1,000 Intervals	27
3.	Distribution of Maximum Salaries in Reporting Public Libraries by $2,000 Intervals	28
4.	Staff Growth Thought Desirable and Thought Attainable by 1983 and Anticipated Vacancies, 1973-78, in Public Libraries, by Categories from Form 2	32
5.	Salary Distribution for Public Library Appointees Reported on Form 2A	38
6.	Distribution of Reported Appointments for Public Libraries by Year and by Educational Background	39
7.	Distribution of Public Library Appointees by Year, Sex, and by Date of Birth	40
8.	Profile of Budgeted Positions in Reporting Academic Libraries	46
9.	Distribution of Minimum Salaries in Reporting Academic Libraries by $1,000 Intervals	47
10.	Distribution of Maximum Salaries in Reporting Academic Libraries by $2,000 Intervals	48
11.	Staff Growth Thought Desirable and Thought Attainable by 1983 and Anticipated Vacancies, 1973-78	51
12.	Salary Distribution for Academic Library Appointees Reported on Form 2A	57
13.	Distribution of Reported Appointments in Academic Libraries by Year and by Educational Background	59
14.	Distribution of Academic Appointees by Date of Birth and Sex for each year of the three year period 1969-72	59
15.	Profile of Budgeted Positions in Reporting School Libraries	62

LIST OF TABLES (Continued)

		Page
16.	Distribution of Minimum Salaries in Reporting School Libraries by $1,000 Intervals	65
17.	Distribution of Maximum Salaries in Reporting School Libraries by $2,000 Intervals	66
18.	Staff Growth Thought Desirable and Thought Attainable by 1983 and Anticipated Vacancies, 1973-78, in School Libraries, by Categories from Form 2	69
19.	Salary Distribution for School Library Appointees Reported on Form 2A	76
20.	Distribution of Reported School Library Appointments by Year and by Educational Background	79
21.	Distribution of Reported Appointees by Year, Sex, and Year of Birth	80
22.	Programs and Graduates of the Major Library Education Centers	95
23.	Profile of Library Personnel in Indiana Libraries by Categories and Type of Library	100
24.	Status of Position at Time of Appointment by Number, by Percent, and by Type of Library	102
25.	Educational Background of Recent Appointees by Degree and Type of Library	106
26.	Salary Data for Appointees to Public, Academic and School Libraries... 1969-72 (Appendix H)	152
27.	Educational Institutions Granting Degrees to Professional Appointees... 1969-72, Indiana and Out of State (Appendix I)	153
FOREWORD		v

FOREWORD

This study was sponsored by the Indiana State Library and Historical Board. Its purpose as stated in the original proposal, attached as Appendix A, was "to study library education in relation to manpower needs including implications for the continued development of library education, both formal and informal, at all levels".

With the assistance of the Advisory Committee, this general purpose was enlarged to include the following:

(1) To develop estimates as to the number and character of library personnel which would be needed by the libraries in Indiana in the immediate years ahead, later defined as the period 1973 to 1985.

(2) To assess the implications of these findings for persons responsible for developing, administering and financing programs of library education.

(3) To assess the needs for and to develop recommendations for implementing appropriate programs of in-service and continuing education.

(4) To identify the need, if any, for changes in existing laws and regulations for the certification of library personnel.

(5) To identify other areas of need, if any, for developing new patterns of library organization and service to increase the availability to library users of fully qualified personnel.

The budget provided for approximately fifty days of consulting time; related travel, lodging and communication expenses; and a modest allowance for office and publication expenses.

The Advisory Committee recommended in the original proposal was appointed in February, 1972, and held its first meeting on March 3rd at the State Library in Indianapolis. (see Appendix B for membership)

Individual consultations were arranged later with a number of the members of this committee in conjunction with visits to cities of their residence.

Some of the key questions to be answered, proposed at the first meeting of the Advisory Committee and refined since that time, were:

(1) What are the major concerns of librarians with respect to library education and manpower?

(2) What is the budget capability of Indiana libraries to sustain personnel of various types and levels?

(3) How do these data relate to personnel which would be necessary to achieve national standards for library service?

(4) How do these data relate to norms toward which Indiana institutions should properly aspire with respect to personnel?

(5) How many librarians and other types of professional and specialized personnel will be needed in the coming years to reach these norms and to provide replacements for resignations and retirements?

(6) What should be the respective roles of library administrators, library educators, and others, for in-service and continuing education of library personnel?

(7) What are the implications for institutions now offering programs in library education?

Visits and Consultations

During the course of the spring and early summer of 1972, visits were made to the following locations: Bloomington: University of Indiana library and the Indiana Library Educators conference; Fort Wayne: Office of the City Coordinator of School Libraries, and the Fort Wayne public library; Muncie: Ball

BEST COPY AVAILABLE

State University Library and Library Science Department, and the Public Library); Terre Haute: (The Public Library and the Library Science Department of the State University); Lafayette: (Purdue University and the Department of Education which administers the Media Sciences Curriculum).

In each instance the purposes were: (1) to share information with respect to plans for the study; (2) to enlist advice on scope and content; and (3) to seek assistance in the design of the data collecting instruments.

Consultations were also held periodicallly with the State Librarian, and the Director of the Library Extension Department and staff.

An early opportunity to present the general outline of the study and to solicit advice and counsel was afforded by the 1972 conference of the Indiana Library Educators at Bloomington, and again at the 1973 meeting at Terre Haute, at which time the recommendations in the report were first publicized.

A second meeting of the Advisory Committee was held on July 11. 1973, to review the draft report pending preparation of the final manuscript.

Acknowledgments

As with all studies of this kind the end results are possible only because of the cooperation and assistance of many individuals. In this instance thanks go to the hundreds of librarians throughout the State who returned questionaires; to the Advisory Committee individually and collectively; and particularly to Marcelle K. Foote, Director of the Indiana State Library, Abbie Heitger, Head of the Extension Division, and other members of the staff.

And finally thanks to my wife, Irene K. Logsdon, whose patience and assistance in the task of bringing order to a massive amount of information from the questionaires made this report possible.

Richard H. Logsdon
August 31, 1973

BEST COPY AVAILABLE

CHAPTER I

DATA COLLECTION AND ANALYSIS

Three questionnaires were devised and distributed in May and June of 1972 as follows:

Form 1 was designed to solicit responses from individual librarians, library educators, and administrators, the latter presumably in a position to express opinions on both a personal and corporate basis. The query concentrated on identifying the basic concerns of libraries in the area of library education and personnel utilization in libraries. The text appears as Appendix C.

Forms 2 and 2A were designed to inventory existing budgeted positions by major category and level; to solicit data with respect to probable future staff requirements by category; and to assemble detailed information with respect to the educational background and related personnel data for all appointments to professional positions during the three-year period, July 1, 1969 through June 30, 1972. These forms appear as Appendix D. Alternate cover letters prepared by the Director of the State Library designed for school superintendents and librarians respectively appear as Appendixes E and F.

Form 3 sought data from directors of library education programs with respect to faculty, students, programs and the number of graduates of each in recent years. The text of this form is presented as Appendix G.

The rationale of each of these questionnaires will now be explained to provide the background considered to be helpful in interpreting the data and findings in the chapters to follow.

The General Query--Form 1--Appendix C

The major functions of Form 1 were to publicize the nature and character of the study; to set the groundwork for later cooperation and support; and to be sure that the major issues and concerns of practicing librarians and library educators were dealt with in the study. This last was, of course, the most important.

The form was unstructured in the sense that, instead of listing questions to be answered, the recipients were invited to respond to a list of statements suggestive of the major problems and issues in library education and library personnel policies.

For example, respondents could take positions on such topics as these:

(1) The logic of the concept of the five year M.L.S. program, including the A.B. degree, which has been the dominant pattern of professional education since adoption of the 1951 A.L.A. standards, and which has been reaffirmed in the 1972 standards.

(2) The growing support of the concept of the library technical assistant, one of national and state concern and especially in Indiana, because of the findings of the Lisack study.[1]

(3) Needed directions and solutions with respect to achieving a proper balance between professional and support positions, including the library technical assistant.

(4) Guidance with respect to developing viable programs in the fields of in-service and continuing education.

(5) The adequacy of existing library education programs at state, regional and national levels.

(6) The appropriateness of existing laws and regulations relative to such matters as certification and civil service.

---

[1]J.P. Lisack, The Case for the Library Technical Assistants and Library Clerks (Purdue University, Manpower Report 69-3, 18 September 1969).

BEST COPY AVAILABLE

The Personnel Inventory Questionnaire Form 2--Appendix D

This questionnaire incorporated suggestions of the Advisory Committee and was designed to set questions in a way which would produce the evidence needed to answer the questions posed in the introductory section of this report. It was assumed that judgments with respect to future personnel requirements would have to be developed from an analysis of the present situation in various types of libraries in the state. Budget capability to sustain positions at various levels was viewed as the most dependable base from which other influences could be weighed and evaluated. Because of the absence of reliable definitions as to what constitutes professional level positions, it was decided that salary levels reported by the responding libraries would serve as a check on the consistency of the responses.

Eight categories of personnel were separately identified under Roman numeral headings I through VIII. These numbers will be used throughout the report without further definition, anticipating that readers will refer to Appendix D or this chapter for needed information.

Professional and Quasi-Professional Level Positions

Respondents were given the opportunity to relate information to three different categories of professional personnel as follows:

I. Professional positions for which the M.L.S. degree and three or more years of experience would normally be required.

II. Other professional positions for which the M.L.S. degree would normally be required but little or no experience.

III. Other positions considered to be at or near the professional level.

The idea behind this grouping was to provide for the normal range of positions and responsibilities in the several types of libraries which might conceivably "be" or could "become" professional to the extent that library school graduates would be in demand. These classifications coupled with salary information not only served as a check on local interpretations of what constituted truly professional level work but could be used as a rough measure of the probable capability of local libraries to upgrade positions to meet national competition for library school graduates.

In this section and throughout the report the term "M.L.S. degree" will include the several variants such as the Master of Science in Library Science, the Master of Arts in Library Science, and the Master's degree awarded on the basis of a major in library science of approximately one year of study.

The Library Technical Assistant
Category IV in Form 2

Growing profession-wide concern with the problems associated with shortages of professional personnel, the presumptions associated with alleged misuse of professional personnel, and the recent Indiana attention to the role of the technical assistant in libraries, were more than reasons enough to give this category of personnel a separate section in the basic questionnaire. In addition to information asked in other categories, respondents were asked to estimate the extent to which library technical assistants might replace existing professional and support positions.

Support Staff Positions

Categories V through VIII identified additional personnel groups as follows:

V. Regular and continuing positions which would normally

BEST COPY AVAILABLE

be filled by persons working full time.

VI. Part-time and hourly staff not included in category V.

VII. Other personnel not included in previous categories.

VIII. Volunteer help.

All personnel was to be reported in full time equivalents according to local practice, except for categories VII and VIII which was to be reported in total hours of service. Full time equivalents for these categories were determined arbitrarily by dividing total hours of service by 1800.

Information Requested for Each Category

Although the relevancy of each of the items included in the questionnaire varies with the level of the personnel involved, it was decided to ask the following questions in each of the categories I through V, namely:

A. The number of positions authorized in the budget.

B. The number of positions vacant.

C. Salary ranges under present policies.

D. Salaries actually paid.

E. The respondents' estimate of the number of additional positions which would be "desirable" by 1983, a ten-year period, and the number of new positions which were thought to be attainable by 1983.

One additional question was asked for categories I through IV, namely:

F. The respondents' judgment as to the number of vacancies which would develop during the six-year period 1973 through 1978.

Detailed Information on Individual Professional Appointments

Form 2A was actually part IX of Form 2. It called for detailed information on appointments to "professional level" and other positions for which professional or technical education was required. This approach was developed as an alternate to collecting detailed information for all personnel in all libraries holding professional level or technical level positions, a task which was finally determined to be beyond the budget capability of the study. This alternate plan provides detailed information only for those appointments during the three year period from July 1, 1969 to June 30, 1972.

It was felt that a detailed picture of what was actually happening with respect to the current additions to library staffs was more important in assessing future needs and possibilities than similar data for earlier appointments, many of which may have been made under different circumstances.

Information Relating to Library Education Programs--Form 3--Appendix G

This questionnaire followed the general pattern used by the American Library Association Committee on Accreditation for collecting information from institutions offering the M.L.S. program. In addition to data relating to faculty, students, programs, and the number of graduates of each, for a three-year period, information on courses actually given and plans for the future was solicited.

CHAPTER II

VIEWS FROM THE FIELD

The rationale for soliciting information from members of the profession generally throughout the State has already been presented in Chapter I. Approximately 132 responses were received in a form to contribute directly to the data presented in this chapter and to influence the character and content of other sections. The questionnaire was not intended to elicit responses which could be neatly categorized but rather to offer the profession the opportunity, insofar as individuals wished, to call attention to key concerns and to insure that the study did not omit or overlook important problem areas. In another sense it was hoped that responses would provide the basis for developing a more specific set of questions to be answered than was available from the general description of the project as reproduced in Appendix A. An over-all purpose only is given in the original proposal, namely: "To study library education in relation to manpower needs including implications for the continued development of library education programs, both formal and informal at all levels." The absence of a more detailed list of objectives or specific questions to be answered by the study, or checklist of problems to be solved, was the subject of considerable discussion at the initial meeting of the Advisory Committee. There was agreement, or at least the understanding, that consultations and the use of a general query (finally Form 1) would serve the purpose of insuring that all major issues would be identified.

Responses varied from the mere checking of several or most of the items listed, through an intermediate level of giving some textual response to some or most of the items,

to responses in memorandum form of several pages giving careful analyses of each of the twenty-two topics presented under the seven major headings. A number of responses also included comments on topics not in the checklist as was suggested in the opening paragraphs of the questionnaire, a reading of which would be helpful in judging the comments which follow: (see Form 1--Appendix C)

General Comments

An incredibly wide range of opinion, judgment, and conviction is expressed, some reaffirming trends within the profession and documented in the literature, e.g., support of the A.L.A. policy statement on library education and manpower[1] some going against trends, e.g., "why try to encompass some of the newer specializations into the library school curriculum--they are really separate specializations".

But perhaps more importantly for our purposes there was nothing approaching unanimity except on a few key points, such as the almost overwhelming expression of need for a more effective relating of the practical with the theoretical in the library school environment.

This continued divergence of judgment relative to the appropriate form and character of professional education may be viewed by some as a healthy reflection of the divergencies of the larger society and of higher education itself. At the same time, to this surveyor, it reflects the kind of disparity of opinion within the profession that was extant during the period of ferment leading to the development of the 1951 A.L.A. Standards, and that was evident during the period 1963-64 when

---

[1] "Library Education and Manpower: A.L.A. Policy Proposal," American Libraries, 1. (April, 1970), pp. 341-44.

the A.L.A. Commission for a National Plan for Library Education was created.

In any event the sections which follow will attempt to share the substance of the responses, tempered by such personal judgments as were presumably expected when this study was commissioned. The presentation will also attempt to set a framework for analysis of other data in following chapters and for the final recommendations in Chapter IX.

Appropriateness of the A.L.A. Concept of the Five-year Program

From the responses received, it seems reasonable to conclude that there is no ground swell of discontent with the general pattern of the M.L.S. degree based on the minimum of five years of post high school study and one year of professional content as established by the 1951 A.L.A. Standards and which, at least in principle, has been maintained in the 1972 standards. However, there was moderate to extensive comment with respect to the more detailed aspects of this program.

With respect to "more" rather than "less" specialization the weight of judgment appeared to be in favor of "more". A number of responses suggested that the various types of library work are all but discrete in relation to the educational background desired from the year of professional study. Opinions were essentially divided on the question of extending the curriculum for a second year, which would involve students in six years of post high school study. Those who favored the extension for a second year usually coupled the suggestion with the recommendation that the first year could then be more general in character, with specialization in the second professional year. Some who favored the extension in principle expressed doubts as to the wisdom of making any change in this time of difficulties in achieving adequate salaries for librarians, and in view of the present limitations of the job market.

With few exceptions those who responded with respect to giving more emphasis in the M.L.S. program to such topics as non-print material, systems analysis, management techniques, and computer applications favored such increased emphasis, adding financial management, budgeting, and similar subjects to the list.

There were conflicting views with respect to the question of "more" or "less" theory, but as was pointed out above the conviction that library schools must somehow give the students a more realistic understanding of the actualities of library work before the graduate is confronted with a job assignment prevailed. Possible solutions were at considerable variance as might be expected, from the long period during which this question has been debated. Concensus possibly could have been reached on a concept of no less attention than is given by most teacher education programs--a semester, perhaps during which some form of supervised practice would be the dominant activity. Those who opted for the interne concept tended to endorse the idea of increasing the length of time devoted to professional studies for the M.L.S. degree.

With respect to other possible changes of emphasis in the curriculum, suggestions clustered around the need for the librarian to have a more intimate and practical knowledge of library-community relations (each type with its own particular environment), and with communications theory, learning theory, and inter-personal relationships.

Indirectly, the character of pre-professional education came into responses, as did the question of the undergraduate versus graduate level placement of professional education, with several suggesting that more opportunity be offered at least to start the program at the undergraduate level.

The Library Technical Assistant

This topic has been dealt with separately throughout the study for a combination of reasons, including special concerns in Indiana, the increasing attention being given it by official A.L.A. Committees, and its inclusion in the A.L.A. Policy Statement on library education and manpower.[1] Resolving the issues involved is crucial to establishing acceptable policies for achieving a proper balance of professional and support staff in the typical library environment.

The range of responses and the frequency of references to the problem are further evidence of the concern of the profession. The credential for library technical assistant was defined in the data-collecting forms as involving two years of college, including approximately one semester of course work relating to library activities. Most responses relative to this subject favored the creation and use of the title. But with some frequency responses expressed concern with respect to accommodating the position title within library classification and pay plans without risking some eroding of the separate identity of professional personnel. This same ambivalence emerged with respect to providing a career ladder for the technical assistant.

Opinion was decidedly divided between those who would find little or no barrier between advancement to professional status (most, but not all, relating such advancement to completing work for the professional degree) and those who see the technical assistant as a different and discrete category of personnel.

Many responses gave examples of types of positions appropriate to the title, usually specifying that the technical assistant would always be under the supervision of a professional member of the staff. Examples of these views: "There must be a clear differentiation between technical assistants and professional

---

[1] op. cit.

BEST COPY AVAILABLE

personnel;" "The technical assistant should not expect to become a librarian with additional training, as his basic training should be different;" "...there should be no artificial barriers to the professional level if competence is shown on the job. A professional degree...has never guaranteed competence;" "A good concept as long as they cannot become professional librarians;" "...is greatly needed for persons who cannot be accepted in library schools because of the lack of a college degree...;" "Not worth the expense, as each library has its own system and an alert employee can be trained on the job;" "...total approval of the technical assistant programs;" "The technical assistant could probably function in all sorts of positions which currently demand five years;" "Sometimes enthusiasm and personality are almost as important as training;" amd "It is possible to educate spontaneity out of a person--or at least it has been done."

Some would have the technical assistant programs placed at the high school level. Others would seek to upgrade both professional and technical assistant education and responsibility to the point where many positions now at the beginning professional level would be filled by technical assistants. Still others would see a place for some formal study in library techniques, essentially as suggested for the library technical assistant, for all members of a library staff.

The actual or potential competition of the technical assistant with the professional was expressed by a number of respondents, some associating it with the alleged over-supply of professional graduates, thus aggravating placement problems for them. Others expressed concern that, with the growing emphasis on technical versus professional education (witness the U.S. Government-sponsored advertisements to the effect-- earn a college graduate's salary without the expense of a college education), the pay and the status would be such that there would be no incentive to seek the M.L.S. degree.

There were other variants in expressions of concern for this concept, including "the library technical assistant position needs the most careful kind of study and delineation. At the base is the old question: what is professional and what is clerical in librarianship? A library manpower study cannot blink (at) this perplexing problem." And finally, in this highly selective but hopefully representative summary of responses, these opinions:

(1) What the student might learn in a technical assistant program might be acquired more easily on the job through local in-service programs or through the normal supervisory process.

(2) More persons at the technical assistant level could be used effectively in a variety of supportive work.

(3) The relationships between professional and technical personnel should be pleasant, characterized by respect in both directions.

Future Staffing Patterns in Libraries

While responses to this section of the query were not as numerous as for most of the other sections, they not only confirmed the dominant views of the profession as reflected in the literature but also identified a number of considerations and concerns that deserve to be recorded in this report.

With respect to appropriate ratios of professional staff, technical assistants and other staff, the concensus supported the general proposition that at least one support position is essential to each professional position to achieve proper balance of staff in most library situations, and that more than three would generate imbalance in the other direction. The more important consideration, however, is that the nature and character of the work in a particular library would be the determining influence. Concurrently, with these general

impressions were responses which advised avoidance of formulae or, at the most, such standards should be developed as guidelines only, not expecting strict adherence to them.

While the over-all impact of responses indicated that somewhat more support staff was desirable in relation to professional positions, especially if the concept of the technical assistant was developed, the alleged imbalance of professional to support staff did not emerge as a major problem of the library profession in Indiana.

The Library Assistant--Library Associate Concept

Returns dealing with the question of the role and relationship of the library assistant in the total staffing pattern of libraries revealed a variety of opinions and insights relevant not only to the Indiana scene but to this topic nationally in the profession. The definition of this position level--one filled by a college graduate who may or may not wish to go on to a library school for the M.L.S. degree--was intended to equate with the definitions of "library associate" in the A.L.A. policy statement on library education and manpower.[1]

Opinions varied from the assumption that this type of person would contribute substantially to the educational capability of the staff to perform valuable services to the public, to the proposition that many persons with the college degree came into the library orbit because of dissatisfaction with their majors in college or with their experiences in teaching or other occupation. A number of persons simply indicated acceptance of the Asheim report--meaning acceptance of the present A.L.A. policy statement, which gives specific recognition to the concept under the "associate" title listed above. Several responses pointed out the difficulties involved in differentiating positions appropriate to the college graduate from those held by the

---

[1] op. cit.

fully professional staff and other support staff and the happenstance of hiring a college graduate in a position which did not necessarily call for this amount of education or make use of this level of education.

This report deals only with the concept of positions for which the degree would be highly desirable to necessary, ignoring in a sense the fact that many college graduates do indeed accept clerical level positions in libraries for whatever reasons. One respondent indicated that "a distillation of the best thought available is needed here. The manpower study may be a key to providing answers....This is what the study is all about."

On the positive side were such examples of testimony as "With appropriate in-service training the library assistant is quite often as valuable as the professional;" "You can have too many professionals....would rather have a non-professional in many cases;" "....preferred in many cases to the professional;" "still has a place in broadening the intellectual base of the non-professional staff;" "valuable device for recruiting to the profession."

On the negative side: "In the public library I feel that this position is definitely limited;" "of no value without library science, except in public relations positions or as audio-visual assistants;" "in our special library field we have not found the college graduate without special training to be of much value;" and finally, "the library assistant is an unhappy creature in many libraries....Some want to just ooze into librarianship without meeting the qualifications."

In-service and Continuing Education

This combination of terms is meant to deal primarily with the very wide range of activities associated with the upgrading of staff capabilities other than formal degree programs, even though it is not always easy to make the distinction.

Responses were all but unanimous in stressing the importance of in-service and continuing education in the development and improvement of library services from all types of libraries in the State. Responses were also numerous and extensive, making systematic and complete analysis difficult. On the other hand, the degree of unanimity and the completeness of coverage of the possible ramifications of the subject as measured by the comparable concern of the profession nationally as reflected in the literature and in the existence of committees, and the treatment of the topic in professional meetings and conferences, suggests that this report might say simply, "in-service and continuing education deserve the highest priority on the part of the State Library and of the librarians and library educators in the State".

It can be said further that respondents were equally unanimous in suggesting that the needs in this area will be met only through the combined and joint efforts of all parties of interest--libraries, library schools, and individual members of the profession, both those in positions of administrative responsibility and those in need of or desiring the benefits of such programs. Still in keeping with other sections of this report, at least a characterization of the responses would seem in order, exemplified by representative comments: "Dedicated, committed professionalism with concern for the future of librarianship demands in-service and continuing education. Librarianship should follow the lead of the....medical profession....in this regard." "There is need for the library school to become the base for continuing education for practicing librarians. It is imperative that librarians who have been working for some years return to a more or less structured situation in which they receive updating in various fields of interest." "It should be required or strongly recommended that academic librarians update their education periodically, preferably by courses, but at least by workshops." This topic is

"of great personal and professional concern".

"In-service and continuing education should be pursued on every level--local library, library school, and state and national associations." "The State Library might also be the agency....since most medium sized libraries.... have neither sufficient trained personnel nor materials necessary to conduct adequate in-service training programs." "If continuing education requirements were made a part of certification requirements....the number of students necessary to support what could be quite ambitious programs (would be assured)." "Incentives for continuing education, formal and informal, should include salary increases, a plan for time off, schedule adjustments, and scholarships."

Essentially all recognized forms of in-service and continuing education were endorsed, as were formal courses designed for the purpose and related to needed specializations; workshops both of the refresher course nature and related to newer specializations relating to library activities; and more encouragement to attend professional meetings and conferences.

In general the ideas that emerged as dominating were:

(1) Differentiation of programs by level of activity--clerical-technical-professional.

(2) Relatively short courses, e.g., of one week in length.

(3) Library School sponsorship of professional programs, library system, library association, and/or State Library sponsorship of other programs. Presumably the former would relate especially to programs leading to course credit.

Library Education Programs--Adequacy and Location

With some risk of over-simplification it might be said from the complex of responses that the four major programs

relating to the education of librarians in Indiana were adequate in number and in character with respect to present and near term future needs. Nevertheless, it should be noted that concerns expressed ranged from the suggestion that more graduate level programs were needed to the expression of grave concern with respect to the very substantial increase in A.L.A. accredited programs in the last fifteen to eighteen years. In fact, a number of responses indicated that there were too many such programs in Indiana already.

Some of the comments considered as giving perspective to this aspect of the study included: "As enrollments in higher education will be stabilizing....expansion of library education for academic library programs will not be necessary;" "I think there are enough existing programs in Indiana and in the nation;" "University programs of library education have not met the needs of public libraries. It is difficult to determine the reasons for this situation. It may be because the public libraries do not provide enough intellectual challenge;" "Indiana is fortunate in having such a wide....diversity of talent to draw on for its library (education) needs....however, I do not feel that any further professional level library schools are needed in Indiana;" "I think there are enough existing programs, both in the State of Indiana and in the nation. We don't need any more library schools accredited or not accredited;" "No comment;" "We need more accredited library schools;" "This subject is too big....no mere letter can do it justice."

Availability of Library Science Courses within Indiana

This topic is given a special heading separate from the format of Form 1, because of the frequency with which responding librarians mentioned this as a problem. Furthermore, the concern involved librarians in all aspects of work from those with key

responsibility for major library science programs to those speaking for prospective students who might or might not have full qualifications for admission to graduate programs in library science. Again representative comments give perspective and a frame of reference: "....they have not developed library science faculty at regional campuses;""....library education should be available at the regional campuses and not only at the regional centers;" "Indiana needs more basic library science courses open to interested staff members regardless of academic 'standing' within driving distance of smaller cities even if they are offered only at two year intervals;" "....more classes in the evening at the regional campuses;" "problem of offering courses on the regional campuses deserves study....;" "....lack of unified curricula on the several campuses accessible to persons who cannot be full-time students.... There is need for library science faculty at the regional campuses;" "....in order to obtain my M.L.S. degree I have to travel two hours to reach a college;" "....post M.L.S. degree courses should be offered in more areas;" "....a study of the need for regional campus programs is greatly needed;" "....we have tried at various times and in various ways (to meet regional needs for library science courses).... Perhaps your study will produce a definite indication of the proper direction for efforts within the State."

In summary the responses gave some indication of the direction of thinking of representatives of the profession in Indiana; but almost as frequently as there were substantive comments there was reference to the hope, if not the expectation, that careful study (and possibly this study) would lead to viable recommendations with respect to the nature, character and availability of graduate courses in librarianship.

Legal Aspects--Including Certification, Civil Service and Faculty Status

In several earlier sections of this report reference was made to the near unanimity of responses from the field with respect to the importance of this topic. This statement is equally true with respect to present certification laws and regulations, namely, that they should be strengthened and upgraded from present levels. While responses were more specific in relation to public library personnel, actually the evidence in the school library sector, where presumably the requirements are higher in terms of educational background, actual practice suggests more than nominal compromise, at least at the time of initial appointment. There will be more on this subject in the recommendations.

The responses can be characterized by a number of examples: "....upgrade rather than lower requirements;" "the field demands the best;" "a key concern;" "....existing laws and regulations need critical scrutiny and revising;" "state aid of some nature must be made available to put teeth in certification of other than Head Librarians;" "sensible time limit, five years (as needed) to allow institutions to come up to requirements;" "....as with all regulatory systems, these control the quantity of education required for a given certificate.... They cannot determine the quality of the education or the quality of the mind that has been exposed to it;" "....if continuing education requirements were to be made a part of certification requirements, and if these requirements could somehow be made enforceable, the agencies of continuing education could be....guaranteed the number of students necessary to support....ambitious programs."

Faculty Status

Responses here were relatively few in number and may be characterized as representative of national sentiment. In other words, opinions vary from giving this objective of faculty status the highest priority in principle, almost to the point of assumption of its desirability, to suggesting that such status should be related to precisely the same conditions of education and qualification as for the teaching faculty.

Other Major Problems and Constraints

Form 1, which was the general query, offered this heading as a further invitation to librarians in the State to invite attention even to problems not suggested by the relatively long checklist of possible or potential areas of concern. A relatively small number of responses were received but still deserve attention.

Here are a few selected comments, some possibly deserving mention in earlier sections of this chapter: "One of our most serious failures in library education is in evaluation and planning. It isn't good enough to keep adding separate courses.... If a library school is to have a sound program, there must be a balance which derives from dynamic objectives--continuing program review and all of the other elements requisite to successful education for librarianship;" "A shortage of librarians no longer exists...;" "....quantitatively there is no problem now.... qualitatively there is....;" "....personally, I feel that at least one half of the curriculum was a waste of time for me, but there were many things I wanted to know but hadn't the time for and exposure to in library school. Also, there should be less rigidity....library schools definitely need more flexibility. Students themselves often know and should be able to have some choices in pursuing curricula rather than being told every course they need and those they don't need. Personally, I had too much

repetition (in the curriculum) and nothing in technical services or processes, government documents, media, the computer, or information retrieval."

CHAPTER III

PUBLIC LIBRARIES

One hundred and forty-one of the 241 public libraries of the State responded to the basic questionnaire, which established an inventory of budgeted positions and provided data on appointments to professional and quasi-professional positions for the three year period from July 1, 1969 through June 30, 1972.

This represented 58.5 per cent of the total number of libraries. However, these 141 libraries represented 82.7 per cent of the total population served by all public libraries in the State; 86.0 per cent of total expenditures for public library service; and 82.7 per cent of the total of full time staff reported by all public libraries in the State in the 1971 Statistics of Indiana Libraries. Thus, it could be asserted that approximately 80 per cent of the total of public library resources of the State are represented. Reported figures accordingly might be augmented by a factor of 25 per cent to indicate or describe the total environment of public library service. Alternatively, reported figures may be divided by a factor of .80 to arrive at a gross figure representing all public library activities and services for the State as a whole.

The Staff Profile

The staff profile for the 141 libraries reporting correlated with categories I through VI of questionnaire Form 2 is presented in Table 1. Category VII, "other personnel" and category VIII, "volunteer help" are omitted

TABLE 1

PROFILE OF BUDGETED POSITIONS IN REPORTING PUBLIC LIBRARIES

Item	Number	Per Cent
Categories of Positions		
I. M.L.S. and three or more years of experience	247	15.1
II. M.L.S. degree and less than three years experience	173	10.6
III. Other professional	180	11.0
IV. Technical assistant	89	5.5
V. Regular support staff	669	41.0
VI. F.T.E. of part time help[1]	273	16.7
Total F.T.E. Personnel I through VI	1631	100.0
Total of I through V	1358	83.3
Total of I, II, and III	600	36.8
Total of I and II	420	25.8

[1]Note: Full time equivalent = 492,168 hours ÷ 1,800 = 273.

as there were essentially no personnel except custodial reported in these categories.

From this table one can get an immediate picture of the nature and character of the personnel sustaining public library service in Indiana. It can be seen that 15.1 per cent are in senior level professional positions that would normally require persons with the fifth year M.L.S. degree and some experience; an additional 10.6 per cent of the positions would be filled by persons with the M.L.S. degree but with little or no experience; while another 11.0 per cent are positions which are considered professional or quasi-professional that would not necessarily require the M.L.S. degree.

Continuing with the analysis of professional positions in categories I and II, we see that they represent 25.8 per cent of the total full time equivalent staff and 30.9 per cent of the full time staff. While judgments vary within the profession as to what constitutes a satisfactory ratio, it should be said at this point that there is little evidence of any serious imbalance as between the truly professional level positions and total support staff.

Information for category IV positions, the library technical assistants, was judged to be less precise than for the other categories because of the lack of a standard definition for this level of work and the absence of any substantial number of graduates of such programs. At this point in time it can be said that this category of personnel is relatively unimportant in the operation of Indiana public libraries, constituting only 5.5 per cent of total staff time.

Numbers and relationships with respect to what might be called "regular" support staff, and the manpower available from part-time employees can be readily seen on the chart itself.

Salary Policy and Salaries Paid

We turn now to data reported with respect to salaries in categories I through III of professional and quasi-professional positions. There were several reasons for requesting this information, including:

(1) The desire to have comparative data for Indiana in relation to national norms.

(2) To compare the varying practices of the different library sectors in Indiana, i.e., public, school, academic and special libraries.

(3) To serve as a check on local interpretations as to what constitutes truly professional level positions, or, alternatively, to use salary levels to judge the capacity of given libraries to compete in the national market for M.L.S. graduates.

Of the 600 budgeted positions reported by 141 libraries in these three categories, usable information on 535, or 89.1 per cent, was received ranging from 86 per cent for III through 88 per cent for II to 91 per cent for category I. Detailed information is presented in Tables 2 and 3. The essential aspects of this data are as follows:

(1) Category I positions (chief librarians and positions for which experience and an M.L.S. degree are desirable).

(a) 18.6 per cent were in salary ranges with a minimum under $7,000, and 45.6 per cent in salary ranges with a minimum under $8,000.

(b) 87.6 per cent were in positions with maximum salaries in excess of $7,000, with 72.1 per cent in positions with maximum salaries of $10,000 or more.

(c) No salary policy was reported for 15.0 per cent of the 226 positions.

(2) Category II positions (those for which the M.L.S. degree would be expected).

TABLE 2

DISTRIBUTION OF MINIMUM SALARIES IN REPORTING PUBLIC LIBRARIES BY $1,000 INTERVALS

Item	$4,999 and Less	$5,000 to $5,999	$6,000 to $6,999	$7,000 to $7,999	$8,000 to $8,999	$9,000 to $9,999	$10,000 to $10,999	$11,000 to $11,999	$12,000 and Above	Total
Category I										
Number	14	10	18	61	27	54	26	8	8	226
Per Cent	6.2	4.4	8.0	27.0	12.0	23.9	11.5	3.5	3.5	42.2
Category II										
Number	6	4	8	70	54	11	0	0	0	153
Per Cent	3.9	2.6	5.2	45.8	35.3	7.2	0	0	0	28.6
Category III										
Number	30	35	37	53	0	1	0	0	0	156
Per Cent	19.2	22.4	23.7	34.0	0	0.64	0	0	0	29.2
Total I, II, III										
Number	50	49	63	184	81	66	26	8	8	535
Per Cent	9.3	9.2	11.8	34.4	15.1	12.3	4.9	1.5	1.5	

TABLE 3

DISTRIBUTION OF MAXIMUM SALARIES IN REPORTING PUBLIC LIBRARIES BY $2,000 INTERVALS

Item	$4,999 and Less	$5,000 to 6,999	$7,000 to 8,999	$9,000 to 10,999	$11,000 to 12,999	$13,000 to 14,999	$15,000 to 16,999	$17,000 and Above	Total
Category I									
Number	10	14	18	33	25	11	54	61	226
Per Cent	4.4	6.2	8.0	14.5	11.2	4.9	23.9	27.0	42.2
Category II									
Number	4	3	20	66	57	3	0	0	153
Per Cent	2.6	2.0	13.1	43.1	37.3	2.0	0	0	28.6
Category III									
Number	12	35	34	57	17	1	0	0	156
Per Cent	7.7	22.4	21.8	36.5	10.9	.65	0	0	29.2
Total I, II, III									
Number	26	52	72	156	99	15	54	61	535
Per Cent	4.9	9.7	13.5	29.2	18.5	2.8	10.1	11.4	

(a) 11.8 per cent were in salary ranges under $7,000., and 57.5 per cent in salary ranges with a minimum under $8,000.

(b) 95.4 per cent were in positions with maximum salaries in excess of $7,000., and 67.3 per cent in positions with maximum salaries of $10,000. or more.

(c) Six positions in five institutions were reported as being paid without any established salary policy.

(3) Category III positions (those considered professional or quasi-professional).

(a) 66.7 per cent were in salary schedules with a minimum of less than $7,000., with 99.4 per cent less than $8,000.

(b) 69.9 per cent were in salary schedules with maximums in excess of $7,000., with only 11.5 per cent in excess of $10,000.

Implications for Establishing Manpower Requirements

From the summary of data above and from the information presented in Tables 1, 2 and 3, it is now possible to consider some of the implications with respect to estimating future manpower requirements for maintaining the present level of service under present levels of budget support. Implications relating to possible changes in staffing patterns and the needs for additional personnel for improving and extending services and to meet the increasing needs of population growth will be dealt with later.

The reporting libraries are sustaining approximately 600 positions in categories I, II and III, all related to but not necessarily at the level of full professional status, either because of the nature of the duties and responsibilities assigned or because salary levels are not adequate to meet national competition for library school graduates.

At this point numerous interlocking variables come in to play, including:

(1) Some of the positions, even as chief librarian, either may not justify salaries competitive nationally and/or for such practical considerations as lack of budget and local political support are not likely to be upgraded to this level.

(2) Many positions now called professional but either only marginally so or marginally budgeted might be upgraded in the normal course of events.

(3) Many of the positions in category III may in fact be comparable to those defined as library associates under the A.L.A. manpower policy statement and should stay there even if the incumbents complete master's degrees in library science.

(4) Some of the positions now filled by fifth year library school graduates, especially in larger libraries where it is possible to achieve a higher degree of specialization and refinement of staff duties, should in fact gravitate to the support staff level, including that of the library technical assistant.

With these variables not predictable, the study turns to salary policy and practice to isolate the number of positions which may now be judged to be at the professional level or which could be upgraded to meet national competition for library school graduates without undue or unreasonable demands on those who control budgets. For this purpose it is proposed that all positions being paid at the rate of $8,000. or above, plus those related to salary schedules with maximums of $8,000. or above be considered professional. Turning to Tables 2 and 3 it may be seen that the reporting libraries combined are sustaining 430 such positions. In turn, if these reporting libraries are representative of the 141 libraries responding, the total of such positions can be estimated as 482. Assuming further that the 141 responding libraries represent 80 per cent of the universe, then all public libraries in the State are sustaining approximately 600

BEST COPY AVAILABLE

positions either paying $8,000. or more, or eligible for salaries of $8,000. or more. It is this base that is proposed for predicting annual requirements for library school graduates and which is used as a point of departure for estimating needs for additional positions to upgrade services and to meet the needs generated by population increases.

Professional Staff Growth

We now turn to the judgments of the reporting librarians with respect to future growth of the professional and quasi-professional staff. The full story can be seen in the data presented in Table 4. Estimates are, of course, just that, as they represent judgments of those reporting. Nevertheless, such judgments of the number of positions desirable and those which might be considered attainable are surely indicative of what should and hopefully will happen.

The key concern at this point is with positions requiring library school graduates, namely those in categories I and II. From a base of 420 positions presently existing, an additional 205 were considered desirable, an increase of 48.8 per cent. The number of positions considered attainable dropped to 134 for an increase of 31.9 per cent. In evaluating these estimated increments in staff size it can be estimated within reason that essentially all of them would be at levels calling for library school graduates. Thus, by adding the factor of 25 per cent for libraries not reporting, it can be anticipated that up to 168 new professional level positions would be added to public library staffs during the ten year period, or at the rate of approximately 17 per year.

Population growth would also be a factor. Projections are that Indiana population will increase by 36 per cent during

TABLE 4

STAFF GROWTH THOUGHT DESIRABLE AND THOUGHT ATTAINABLE BY 1983 AND ANTICIPATED VACANCIES, 1973-78, IN PUBLIC LIBRARIES, BY CATEGORIES FROM FORM 2

Item	Number	Per Cent
Category I		
Number of positions thought desirable	100	40.5
Number of positions thought attainable	57	23.1
Vacancies anticipated	83	33.6
Present positions	247	15.1
Present Vacancies	8	3.0
Category II		
Number of positions thought desirable	105	60.7
Number of positions thought attainable	77	44.5
Vacancies anticipated	157	90.8
Present Positions	173	10.6
Present Vacancies	12	6.9
Category III		
Number of positions thought desirable	57	31.7
Number of positions thought attainable	37	20.6

BEST COPY AVAILABLE

TABLE 4--Continued

Item	Number	Per Cent
Category III (Continued)		
Vacancies anticipated	99	55.0
Present positions	180	11.0
Present Vacancies	3	1.7
Category IV		
Number of positions thought desirable	78	87.6
Number of positions thought attainable	48	54.0
Vacancies anticipated	41	46.1
Present positions	89	5.5
Present vacancies	3	3.4
Category V		
Number of positions thought desirable	133	19.9
Number of positions thought attainable	97	0
Vacancies anticipated	Not requested in V	
Present positions	669	41.0
Present vacancies	11	1.6

the twenty year period 1970 to 1990[1]. While it is difficult to assess the degree to which the above judgments of staff expansion has already anticipated needs because of population growth, it is much more likely that the proposed increases were associated with needed and expected improvements and enrichment of services. A second check of this estimate and judgment is the assumption implied in the study Regional Supply and Demand for Library Services which postulated a one-sixth or 16.67 per cent increase in library expenditures to bring present average quality levels to that of the top 25 per cent of public libraries in the State[2]. Population growth alone therefore might require an increase in professional staffing of a minimum of 18 per cent in the next ten years, augmented by a factor relating to quality improvement of services for both present and future populations.

There remains the adding of some factor to provide for the extension of library service to all of the citizens of the State at a quality level appropriate for the 1980's. It would seem reasonable to modify the 11.2 per cent of population not now served as reported in the 1971 Statistics of Indiana Libraries[3] to an arbitrary figure of a ten percent increase in the present level of professional staff to attain the objective of 100 percent coverage.

---

[1]Indiana Library Studies No. 5, General Economic and and Demographic Background and Projections for Indiana Library Service, p. 2.

[2]Indiana Library Studies No. 6, 1970, p. 29.

[3]Statistics of Indiana Libraries, 1971, Indiana State Library, p. 1.

In summary, it would appear that an increase in the present estimated base of 600 truly professional level positions in Indiana public libraries by from one-third to one-half during the ten year period to 1983 would not seem unreasonable in view of the importance of the objectives:

(1) Extension of quality service to 100 per cent of the population.

(2) Modest improvement of present service levels.

(3) Provision of quality service to the anticipated larger population.

Assuming that this level of service is achieved by 1983 the public library sector would be sustaining 800 to 900 professional positions. To reach this level, new positions will need to be added at the rate of twenty to thirty per year. Replacements of vacancies in existing positions (that is replacements developing in such positions, 600) estimated arbitrarily at 8 per cent per year will call for recruiting an average of forty-eight library school graduates per year. To this total of sixty-eight to seventy-eight professional appointments per year must be added an increment for providing replacements for vacancies in newly created positions. If this should require the same replacement rate through the years as set for existing positions (8 per cent annually) replacements for newly created positions would move from a nominal level during the early years to a minimum of sixteen annually by 1983. We can now estimate total demand for M.L.S. level graduates as moving progressively from a present level of sixty-eight to seventy-eight annually to eighty-four to ninety-four during the next ten year period.

By comparison the reporting libraries recorded an average of ninety appointments annually to professional and quasi-professional positions during the three year period July 1, 1969, through June 30, 1972, of which an average of thirty-four held the M.L.S. degree in library science. See Appendix H. This latter figure augmented by the factor of 25 per cent to

approximate the total universe suggests that forty-three M.L.S. graduates were appointed annually during the three year period. However, fifty such appointments were made in the fiscal year 1971-72, which then augmented by 25 per cent gives a total of sixty-two appointments as an estimate for that year.

The proposed schedule of need, therefore, for the ten year period, 1973 to 1983, would represent a 20 per cent to 25 per cent increase over what actually happened in 1972.

The Nature and Character of Recent Appointments

Reference was made in Chapter I to the decision to collect detailed information with respect to the educational background only for recent appointees to professional level positions rather than to attempt the massive task of collecting and analyzing data for all persons in professional positions.

Reports were received on Form 2A (see Appendix D) for 522 appointees for the three year period July 1, 1969 through June 30, 1972. Of these, 271 were appointees to public library positions. Assuming that appointments during this three year period would also be representative of those just previous to and immediately following this period, the characteristics of these 271 appointees would be reasonably descriptive of the total staff in the immediate years ahead.

The 271 reports covering appointees to public library positions will now be analyzed with respect to each of the eight questions asked in Form 2A. Similar data for the academic and school sectors will be presented in the separate chapters dealing with those areas. A summarizing section (Chapter VIII) will then deal with the information on all of the 522 new appointments, indicating also similarities and differing characteristics of the different sectors.

Status of the Position at Time of Appointment

Of the 271 positions reported, 86.3 per cent were existing and 15.8 per cent newly created. Relating the 86.3 per cent to the total of 689 budgeted positions in categories I through IV indicates that the equivalent of 34.0 per cent became vacant during the three year period, of 11.3 per cent annually. Position growth can also be seen as totalling 15.8 per cent for the three year period or 5.3 per cent annually.

Data on 271 new appointments indicated that 71.2 per cent became vacant because of resignations; 9.6 per cent because of retirements; and 6.3 per cent for "other" reasons.

Detailed information by year appears in Table 24.

Position Titles

This question was asked for a number of reasons including:

(1) To provide some form of check together with salary as to the real character of the position.

(2) As a means of identifying types of positions for which turnover of staff was particularly heavy.

(3) To assess the degree to which the senior post, librarian or director, was being affected.

Some seventy-two libraries were involved with the responses giving titles for a total of 270 positions. With some interpolation of replies, 12.6 per cent of the appointments were as chief or head librarian; 11.1 to senior professional levels; 53 per cent to professional assistant positions; 13.3 per cent to positions with titles relating to work with children and young people; and 10.0 per cent to support staff positions.

Of particular significance is the fact that thirty-four of the seventy-two libraries reporting indicated changes in the position of head librarian.

Continuing with the several position titles and types of work implied by the title reported: 16.7 per cent were described as reference librarians; 9.6 per cent as "assistant level" positions, while another 9.6 per cent were at the department head level. Only 5.6 per cent were associated with the technical services, while 7.0 per cent were described as pre-professional or library aides.

Salaries

The distribution of appointments by year and by the amount of salary paid is presented in Table 5.

TABLE 5

SALARY DISTRIBUTION FOR PUBLIC LIBRARY APPOINTEES REPORTED ON FORM 2A

Salary Level	Year of Appointment			Three Year Cumulation
	7/69-6/70	7/70-6/71	7/71-6/72	
Hourly Rate	1	0	5	6
Less than $5,000	11	3	9	23
$5,000-5,999	17	9	8	34
$6,000-6,999	30	22	14	66
$7,000-7,999	16	26	26	68
$8,000-8,999	8	12	30	50
$9,000-9,999	7	4	4	15
$10,000-10,999	1	2	2	5
$11,000 and above	1	1	2	4
Totals	92	79	100	271

Of the 271 appointments reported, 49.1 per cent were at salaries under $7,000, the figure set earlier as marking the lowest conceivable point at which the position could under

normal circumstances command the services of a graduate of an M.L.S. library school program. Many of these positions could be upgraded in salary to meet competition for library school graduates at the national level, without undue budget strain (e.g., $1,000 to $2.000 per position) but in many instances the nature of the position would probably have to be changed. See Table 5. (At least if the interests of such graduates were to be met and sustained.)

Turning to another facet of the salary picture and anticipating the subject of a later section--the educational background of recent appointees--it is interesting to note that the 100 M.L.S. graduates recruited in the 271 appointments reported, received average salaries of $8,333 with the median salary of this group at $8,075. Salaries for this group were essentially level during the three year period--with averages of $8,174 for 1969/70; $8,452 for 1970/71; and $8,374 for 1971/72.[1] Average salaries for those with the A.B. degree (and many with some library science study, some 126 in number) were $6,560 for 1969/70; $6,783 for 1970/71; and $6,689 for 1971/72. See Appendix H.

Effective Date of Appointment

Table 6 is self-explanatory and is presented without comment.

TABLE 6

DISTRIBUTION OF REPORTED APPOINTMENTS IN PUBLIC LIBRARIES BY YEAR AND BY EDUCATIONAL BACKGROUND

Education	1969/70	1970/71	1971/72	Total
M.L.S. Degree	24	27	50	101
Other Master's Degree	3	4	8	15
A.B. but less than M.L.S.	56	40	29	125
Less than A.B.	10	9	11	30
Total	93	80	98	271

[1] One M.L.S. appointment at a senior level omitted from the calculation.

Table 7 shows the distribution of the 271 appointees by date of birth and sex.

TABLE 7

DISTRIBUTION OF PUBLIC LIBRARY APPOINTEES BY YEAR, SEX, AND BY DATE OF BIRTH

Birth Dates	Age	1969/70	1970/71	1971/72	Total	Per Cent
1915 and before	55+	9	7	2	18	6.6
1916-1925	45-55+	12	6	10	28	10.3
1926-1935	35-45+	12	8	10	30	11.1
1936-1945	25-35+	34	23	29	86	31.7
1946-1955	Under 25	26	36	47	109	40.2
Total male		10	8	16	34	12.6
Total female		83	71	82	236	87.4
Total		93	80	98	271	100.0

Note: One respondent omitted indication of sex.

Both age and sex distributions appear to be within the expected patterns for public library appointments for this period.

With respect to previous positions held, some 255 usable replies were received. Of these, 40.0 per cent had been employed previously in a library; 8.6 per cent had been teachers; 31.0 per cent had been students; 11.0 per cent had been in business; 5.9 per cent had been housewives; while 3.5 per cent had been in other kinds of employment.

Education

From the point of decision to seek detailed information relative to persons appointed during the three year period 1969-72 it was assumed that information on general and professional education would be particularly significant. Usable data from some 268 of the 271 appointments was received. Of this number, 90.1 per cent had completed four or more years of post secondary education (the equivalent of the A.B. degree). Of these exactly half, or 121, had completed five or more years of such education. Only 2.0 per cent had terminated their education at the high school level.

Of those reporting the number of undergraduate and graduate hours of credit together with those who had completed master's degrees in library science or in another subject field the summary is as follows:

(1) Of the 121 appointees with four year college degrees as the highest degree, 69.4 per cent had taken from three to thirty semester hours of work in library science; with 48.8 per cent having completed more than ten semester hours of such study.

(2) Of the 268 on which this information was received, 37.7 per cent had completed work for the master's degree in library science.

(3) Of the 268, 5.6 per cent had completed study for a master's degree in a field other than library science.

(4) Forty-nine of the appointees indicated that they held teaching certificates.

Schools Granting Degrees and Providing Professional Education

The 101 appointees holding the master's degree in library science received their degree from twenty-nine different schools located in twenty different states. Of the twenty-nine

institutions all but five are accredited by the American Library Association. The five institutions not so accredited accounted for only six of the 101 degrees granted. Of the 101 degrees, 36.6 per cent were obtained from Indiana institutions. Of these, 33.6 per cent were from the Indiana University Graduate Library School.

Present Status of Incumbents

Of the 271 appointments reported for the three year period, 73.4 per cent were still with the employing library, 10.0 per cent had gone to another institution, while 16.6 per cent had left the profession.

CHAPTER IV

ACADEMIC LIBRARIES

Twenty-seven of the forty-eight colleges and universities listed in Statistics of Indiana Libraries for 1971 responded to the basic questionnaire. However, these twenty-seven institutions represented 94 per cent of all expenditures of all reporting libraries that year and 93 per cent of the total staff of those institutions. These same twenty-seven institutions reported total expenditures of $12,156,000 in Library Statistics of Colleges and Universities, Part A, 1971[1] which represented 78.2 per cent of total expenditures reported by all Indiana institutions that year.

The larger than expected drop to 78.25 from the 93 and 94 per cent mentioned above is explained by the fact that two relatively large institutions in the State reported to the U. S. Office of Education but did not report to either the Indiana State Library for the 1971 Statistics of Indiana Libraries nor for the purposes of this study.

With this background of information, it seems reasonable to assume that data received for this study represents roughly 80 per cent of all academic library resources, the same proportion as that for the public libraries of the State.

As in other chapters, the text here will report data as received, anticipating that readers will extrapolate from these figures to arrive at approximations for the State as a whole. For the academic library sector, this can be done easily either by multiplying reported figures by a factor of 1.25 or by dividing by the factor of .80.

---

[1] U.S. Department of Health, Education, and Welfare, Office of Education, National Center for Educational Statistics, 1972.

BEST COPY AVAILABLE

Salary Policy and Salaries Paid

We turn now to data reported with respect to salaries in categories I through III for professional and quasi-professional positions. The several reasons for requesting this information included:

(1) The desire to have comparative data for Indiana in relation to national norms.

(2) To compare the varying practices of the different library sectors of Indiana.

(3) To serve as a check on local interpretations as to what constituted professional level positions, or, alternatively to use salary levels to judge the capacity of given libraries to compete in the national market for graduates of M.L.S. programs.

Of the 329 budgeted positions reported by the twenty-seven institutions in these three categories, usable information was received for 304 or 92.4 per cent. Detailed information is presented in Tables 9 and 10. The information in summary form indicates:

(1) For category I positions (chief librarians and positions for which both experience and an M.L.S. degree are desirable).

(a) Only 5.0 per cent were in salary ranges with a minimum under $7,000 and 10.0 per cent were in ranges with a minimum under $8,000.

(b) All 205, or 100 per cent, were in salary ranges with maximums in excess of $7,000, and 98.6 per cent were in salary ranges of $8,000, or more with 54.4 per cent with maximums of $10,000 or more.

(c) No salary policy was reported for 9.0 per cent of the positions.

(2) Category II positions (those for which the M.L.S. degree would be expected).

(a) No positions were in salary ranges in either the minimum or maximum of less than $7,000.

(b) Of the seventy-three positions analyzed, only 6.8 per cent were in ranges with a minimum under $8,000, with 100 per cent in ranges with maximums of $8,000 or more, and 72.6 per cent in ranges with maximums in excess of $10,000.

(c) No salary policy was reported for two positions.

(3) Category III positions (those considered professional or quasi-professional).

(a) Of these 88.5 per cent were in salary schedules with a minimum of less than $7,000, while 57.7 per cent reported maximums of less than $7,000.

(b) Only 15.1 per cent were under salary schedules with maximums of $8,000 or more.

TABLE 8

PROFILE OF BUDGETED POSITIONS IN REPORTING ACADEMIC LIBRARIES

Item	Number	Per Cent
Categories of Positions		
I. M.L.S. and three or more years of experience	218	18.3
II. M.L.S. and less than three years of experience	79	6.6
III. Other professional	32	2.7
IV. Technical assistant	17	1.4
V. Regular support staff	464	39.0
VI. F.T.E. of part time help (686,209 hours)	381	32.0
Total F.T.E. personnel I through VI	1,191	100.0
Total of I through V	810	68.0
Total of I, II, and III	329	27.6
Total of I and II	297	24.9

BEST COPY AVAILABLE

TABLE 9

DISTRIBUTION OF MINIMUM SALARIES IN REPORTING ACADEMIC LIBRARIES BY $1,000 INTERVALS

Item	$5,999 or Less	$6,000 to $6,999	$7,000 to $7,999	$8,000 to $8,999	$9,000 to $9,999	$10,000 to $10,999	$11,000 to $11,999	$12,000 and Above	Total
Category I									
Number	10	0	10	101	14	42	8	15	205
Per Cent	5.0	0	5.0	50.5	7.0	21.0	4.0	7.5	
Category II									
Number	0	0	5	41	25	2	0	0	73
Per Cent	0	0	6.8	56.2	34.2	2.7	0	0	
Category III									
Number	13	10	3	0	0	0	0	0	26
Per Cent	50.0	38.5	11.5	0	0	0	0	0	
Total I, II, III									
Number	23	10	18	142	39	44	8	15	299
Per Cent	7.7	3.3	6.0	47.5	13.0	14.7	2.7	5.0	

TABLE 10

DISTRIBUTION OF MAXIMUM SALARIES IN REPORTING ACADEMIC LIBRARIES BY $2,000 INTERVALS

BEST COPY AVAILABLE

Item	$5,999 and Less	$6,000 to $7,999	$8,000 to $9,999	$10,000 to $11,999	$12,000 to $13,999	$14,000 to $15,999	$16,000 to $17,999	$18,000 and Above	Total
Category I									
Number	0	3	90	37	7	24	10	34	205
Per Cent	0	1.4	43.9	18.0	3.4	11.7	4.8	16.5	67.4
Category II									
Number	0	0	20	20	33	0	0	0	73
Per Cent	0	0	27.4	27.4	45.2	0	0	0	24.0
Category III									
Number	4	18	4	0	0	0	0	0	26
Per Cent	15.4	69.2	15.4	0	0	0	0	0	8.6
Total I, II, III									
Number	4	21	114	57	40	24	10	9	304
Per Cent	1.3	7.0	38.1	19.1	13.4	8.0	3.3	3.0	

BEST COPY AVAILABLE

Implications for Establishing Manpower Requirements

From the summary of data above and from the information presented in Tables 9, 10, and 11, it is now possible to consider some of the implications with respect to estimating future manpower requirements for maintaining the present level of service under present levels of budget support. Implications relating to possible changes in staffing patterns and the needs for additional personnel for improving and extending services, and to meet the needs of increasing enrollments will be dealt with later.

The reporting academic libraries are sustaining approximately 329 positions in categories I, II, and III, all related to but not necessarily at a full professional level, either because of the nature of the duties assigned or because salaries are not sufficient to compete nationally for the graduates of M.L.S. degree programs. Some of the interlocking variables relating to the public library sector have already been outlined in Chapter III. Similar considerations apply to academic libraries. For purposes of analysis here, it is proposed that all positions either paying at least $8,000, or that are under salary policies with maximums of at least this amount, will be considered as professional. The assumption here is, that it would be relatively easy to secure the additional budget support for these positions necessary to attract library school graduates on a national basis even though average beginning salaries would have to rise annually to keep up with the competition.

Turning to Table 10 we see that a total of 274 positions meet this criterion. Assuming further that the reporting libraries constitute approximately 80 per cent of all academic libraries in the State and that they are reasonably representative of all academic libraries, we arrive at an estimate of

BEST COPY AVAILABLE

342.5 presently available for M.L.S. graduates. For purposes of establishing a base for estimates of future requirements this figure is rounded arbitrarily to 350 professional level positions presently budgeted.

Professional Staff Growth

We turn now to the judgments of the reporting librarians with respect to the probable future expansion of the professional and quasi-professional staff. Detailed information is presented in Table 11. Again it is to be hoped that these estimates do and will correlate reasonably well with what will happen in the academic library sector in the years ahead.

Reporting librarians collectively would like to add a total of 110 category I and II positions (an increase of 37.0 per cent over the 297 presently available), but feel that it would be more realistic to estimate additions of sixty-three positions during the ten year period to 1983. This would represent a "desirable" increase of 37.0 per cent and an "attainable" increase of 21.2 per cent in the 297 positions reported in categories I and II. Using the "attainable" figure as a measure of probable growth, but augmenting this figure by 25 per cent to extrapolate for all academic libraries, suggests that a total of seventy-nine positions (63 + 16) would be added, presumably at the rate of about eight per year for the ten year period to 1983.

The number of students would also be a factor as would other aspects of growth in the work load of the libraries in colleges and universities in Indiana. Considering the many variables which might be taken into consideration on this count (population growth for Indiana, increasing numbers or percentages of the population attending higher educational institutions, etc.), this study will turn to national projections and assume that Indiana institutions will expand

TABLE 11

STAFF GROWTH THOUGHT DESIRABLE AND THOUGHT ATTAINABLE BY 1983 AND ANTICIPATED VACANCIES, 1973-1978

Item	Number	Per Cent
Category I		
Number of positions thought desirable	64	29.3
Number of positions thought attainable	39	17.9
Vacancies anticipated	70	32.1
Present positions	218	18.3
Present vacancies	4	1.8
Category II		
Number of positions thought desirable	46	58.2
Number of positions thought attainable	24	30.4
Vacancies anticipated	77.5	98.1
Present positions	79	6.6
Present vacancies	6.5	8.2
Category III		
Number of positions thought desirable	25	79.0
Number of positions thought attainable	17	53.7
Vacancies anticipated	19	60.0
Present positions	32	2.7
Present vacancies	2.5	7.9

BEST COPY AVAILABLE

TABLE 11--Continued

Item	Number	Per Cent
Category IV		
Number of positions thought desirable	36	211.8
Number of positions thought attainable	18	100.1
Vacancies anticipated	12	70.6
Present positions	17	1.4
Present vacancies	1	5.9
Category V		
Number of positions thought desirable	110	23.7
Number of positions thought attainable	62	13.4
Vacancies anticipated	-	
Present positions	464	39.0
Present vacancies	22	4.7
Total		
Number of positions thought desirable	281	23.6
Number of positions thought attainable	160	13.4
Vacancies anticipated	178.5	15.0
Present positions	1,191*	
Present vacancies	36	3.0

*Includes 381 F.T.E. of part time help.

proportionally to that projected for the nation as a whole.

Projections by the National Center for Educational Statistics[1] indicate that total enrollment will increase from a base of 8,581,000 in 1970 to 13,277,000 in 1980. This represents an increase of 64.6 per cent or 6.5 per cent per year for the period. Parenthetically, this represents a growth rate of approximately four times the projected increase in Indiana's population (36 per cent for the twenty year period 1970 to 1990).[2]

While it is difficult to judge the extent to which the above estimates of probable expansion of staff is associated with the need to meet the requirements of increased enrollments, it is more likely that they are associated with desired improvements in the quality of service.

Taking all of these considerations into account, this study suggests that the end effect of all influences on professional staff growth would result in an annual increase of 5 per cent over the base figures reported by the responding libraries. Translated into a single figure for projection purposes we find that the academic library sector would generate an annual demand for some seventeen positions annually to improve quality of services and to meet increased work load from increases in enrollments.

In summary, then, the academic library sector should move during the ten year period to 1983 from a base of 350 truly professional level positions (the rounded estimate for 1972) to approximately 525 positions by 1983, an increase of 50 per cent in ten years.

---

[1]U. S. Office of Education, National Center for Educational Statistics, Projections of Educational Statistics, 1971, p. 22.

[2]Indiana Library Studies No. 5, op. cit., p. 2.

BEST COPY AVAILABLE

Assuming that this level of activity would be achieved gradually over the next ten year period, it would be necessary to add approximately seventeen new positions annually. Replacements for vacancies developing in existing professional level positions, estimated at 8 per cent annually, would generate an annual demand for twenty-eight library school graduates. To this figure must be added the number of replacements needed to keep newly created positions filled. If the vacancy rate projected for the present base of 350 professional positions would hold true for those newly created (8 per cent annually), replacements for this group would move from a nominal level during the early years to approximately 15 by the end of the period. This suggests a total demand for M.L.S. level graduates moving progressively from forty-five to sixty, annually, during the next ten years.

By comparison, the twenty-seven reporting libraries made 123 new appointments during the three year period, 1969-72, or an average of forty-one annually. Of these, ninety-nine held the master's degree in library science. Augmenting this figure by 25 per cent, to equate it with the total universe, it would appear that approximately forty-one graduates with M.L.S. degrees were appointed annually, during the period. Twenty of these were new positions (twenty-five estimated for all academic libraries), or an average of eight per year.

In the light of what actually happened during the three year period, some adjustment downward might be in order. On the other hand, the declining ratio of total library budget support to total expenditures by higher educational institutions in recent years will surely be reversed. Accordingly, this study suggests that the estimates made above represent the minimum requirements of the academic sector.

BEST COPY AVAILABLE

The Nature and Character of Recent Appointments

We now turn to an analysis of information with respect to new appointments in academic institutions during the three year period from July 1, 1969, through June 30, 1972, as reported by the twenty-seven institutions that responded to the questionnaire. Each of the eight questions will be dealt with separately to develop an overall view of the characteristics of professional personnel in academic institutions in Indiana.

Status of the Position at the Time of Appointment

Of the 123 appointments reporting status of the position, 83.7 per cent were to fill existing positions, while 16.3 per cent were newly created positions. When we relate the first figure, 103, to the total of 346 budgeted positions in categories I through IV, some 29.8 per cent became vacant during the three year period or approximately 10.0 per cent annually. Position growth can also be seen as totalling 16.3 per cent for the three year period or 5.4 per cent annually. These figures are remarkably close to those for the public libraries, namely, an 11.3 per cent annual vacancy rate and a 5.3 per cent annual growth rate measured against the 1972 base.

The data also indicated that some 59.3 per cent of the vacancies developed from resignations, 6.5 per cent because of retirements, and 4.9 per cent for "other" reasons.

Position Titles

Some twenty-four reporting libraries supplied position title information for 129 positions. Of these 6.2 per cent were described as "Head Librarians", 16.3 per cent as senior level professional positions, while 72.1 per cent were described as

BEST COPY AVAILABLE

"at the professional assistant level". Only 5.4 per cent were described as supportive in character and hence probably were less than fully professional level positions.

In contrast with the relatively small number of different titles and those associated primarily with function (i.e., circulation, acquisitions, etc.) as reported by the public library and school sectors, academic libraries tended to associate titles with a variety of specializations both by subject and form. Examples: business; engineering; fine arts; government publications. Some 32.6 per cent were associated primarily with the technical services, mostly in acquisitions and cataloging.

Salaries

Although several institutions indicated that salary information was confidential, or that some services were contributed, usable information was received for 106 appointments. Full information appears in Table 12. Of these, 7.5 per cent were paid less than $7,000 anually, the figure set earlier as the minimum which could conceivably command the services of a fifth year library school graduate. This is in contrast with the figure of 49.1 per cent of the public library appointments at salaries below $7,000.

Although the educational background of the appointees will be discussed later, it should be noted here that the average salary of the ninety-eight appointees with the M.L.S. degree was $9,654 with a median of $9,272. The two extreme cases--one at $6,000 and one at above $30,000--were omitted from these calculations.

During the three year period the average salaries for the M.L.S. group moved from $9,430 in 1969-70 down to $9,206 in 1970/71 and to $10,327 in 1971/72. The average salary for the twelve appointments with only the A.B. degree was $8,042, with a median of $7,770. (Tabular form in Appendix H)

BEST COPY AVAILABLE

TABLE 12

SALARY DISTRIBUTION FOR ACADEMIC LIBRARY APPOINTEES REPORTED ON FORM 2A

Salary Level	Year of Appointment			Total
	1969-70	1970-71	1971-72	
Less than $6,000	1	1	3	5
$6,000-6,999	0	1	2	3
$7,000-7,999	3	5	2	10
$8,000-8,999	12	20	11	43
$9,000-9,999	6	9	3	18
$10,000-10,999	4	1	5	10
$11,000-11,999	1	1	1	3
$12,000-12,999	1	1	2	4
$13,000-13,999	1	2	4	7
$14,000-14,999	0	0	0	0
$15,000-15,999	1	0	0	1
$16,000-16,999	0	0	0	0
$17,000-17,999	0	0	0	0
$18,000-18,999	0	1	0	1
$30,000-30,999	0	1	0	1
Totals	30	41	33	106

Several institutions indicated that their salary data were confidential.

BEST COPY AVAILABLE

The data confirm the general impression that the percentage of men going into academic library work is higher than that for the other sectors; in this case 33.9 per cent of recent appointments in contrast with a 12.6 per cent for the same period for the public libraries and 14.0 per cent for the school libraries.

With respect to previous positions held, 121 usable replies were received. Of these 55.4 per cent had been previously employed in some capacity in a library; 4.1 per cent had been teachers; 25.6 per cent had been students; 3.3 per cent had been in business; and one had been a housewife. Of the thirteen remaining appointees, nine were reported as having been unemployed.

Surprisingly, the data for the public sector indicate a somewhat greater movement from the teaching profession: 8.6 per cent versus the 4.1 per cent for academic library appointments, but both substantially less than the schools with 29.5 per cent.

Education

Usable data relative to 115 appointments were received. Of these appointments, 86.1 per cent held the M.L.S. degree, 12.2 per cent held bachelor's level degrees, while only two reported less than four years of post-secondary school education. Five of the fourteen with only the bachelor's degree had taken from five to thirty hours of undergraduate credit in library science. See Table 13.

Some 19.1 per cent held master's degrees in subject fields, while four or 3.5 per cent held doctor's level degrees. Some 10.9 per cent of the total of 110 appointees held teaching certificates.

TABLE 13

DISTRIBUTION OF REPORTED APPOINTMENTS IN ACADEMIC LIBRARIES BY YEAR AND BY EDUCATIONAL BACKGROUND

Education	Year of Appointment			Total
	1969-70	1970-71	1971-72	
M.L.S.	33	43	31	107
A.B. but less than Master's	2	3	9	14
Less than A.B.	1	1	1	3
Total	36	47	41	124
Other Master's*	6	7	9	22
Doctorate	1	2	1	4

*In most instances a subject Master's in addition to a Master's degree in library science.

TABLE 14

DISTRIBUTION OF ACADEMIC LIBRARY APPOINTEES BY DATE OF BIRTH AND SEX FOR EACH YEAR OF THE THREE YEAR PERIOD 1969-72

Birth Dates*	Age	Year of Appointment			Total	Per Cent
		1969-70	1970-71	1971-72		
1915 and earlier	55+	1	1	2	4	3.4
1916-25	45-55+	3	8	4	15	12.8
1926-35	35-45+	3	11	6	20	17.1
1936-45	25-35+	24	15	17	56	47.9
1946-55	Under 25	5	9	8	22	18.8
Total Male		12	12	18	42	33.9
Total Female		24	35	23	82	66.1
Total		36	47	41	124	100.0

*Seven appointees omitted date of birth.

BEST COPY AVAILABLE

Schools Granting the Degrees and Providing Professional Education

Appointments for the three year period involved some 105 persons with the M.L.S. degree. This group represented, in all, twenty-eight different institutions. Of these, fifty-nine were from Indiana institutions, fifty-five of which were from Indiana University, the A.L.A. accredited school. Thirty-three of the forty-six appointees from schools outside Indiana graduated from A.L.A. accredited programs. The remaining degrees, some forty-six in number, were granted by twenty-one different library schools including two in Great Britain.

The eleven A.B. degree appointees received their degrees from nine different institutions. Of these, three were Indiana institutions accounting for seven of the degrees.

The evidence here suggests that Indiana academic libraries are competing successfully in the national market for the newly graduating librarian at least for those positions which are really at the professional level. (Tabular form in appendix I)

Present Status of the Incumbents

Of the 125 appointments reported with respect to this question, 64.8 per cent were still with the reporting institution, 15.2 per cent had gone to another library, and 25.0 per cent had left the profession. These data seem to support the earlier contention that the detailed study of this three-year period could be representative of the total personnel environment.

BEST COPY AVAILABLE

CHAPTER V

SCHOOL LIBRARIES

One hundred and nine, or 38.8 per cent, of the school corporations in Indiana responded to the basic questionnaire, Form 2 and 2A. While it is not possible to establish the proportion of the resulting data to the State as a whole with the same precision thought to be attained in the chapters dealing with public and academic libraries, the fact that several of the larger metropolitan centers either did not respond or supplied data which could not be tabulated, suggests that approximately one-third of all school library personnel resources are included. Assuming this proportion as a guide, and that those school corporations reporting are representative of all public schools in the State, the information on numbers of positions may be multiplied by three to approximate the total for the State.

Table 15 presents the profile of budgeted positions in categories I through VI. The reporting libraries were budgeted to employ the full time equivalent of 552 persons. Some 70.1 per cent of these positions are in categories I, II, and III, the professional and quasi-professional levels; 44.4 per cent of the total are in category I, for which both the M.L.S. degree and three or more years of experience would be required; 14.3 per cent are in category II, requiring the M.L.S. degree but little or no experience; and 11.5 per cent are in category III, quasi-professional.

Category I and II positions, requiring the M.L.S., comprise 58.6 per cent of the total of all personnel including the full time equivalent of part time staff.

TABLE 15

PROFILE OF BUDGETED POSITIONS IN REPORTING SCHOOL LIBRARIES

Item	Number	Per Cent
Categories of Positions		
I. M.L.S and three or more years of experience	236	44.4
II. M.L.S. and less than three years of experience	76	14.3
III. Other professional	61	11.5
IV. Technical assistant	8	1.5
V. Regular support staff	124	23.3
VI. F.T.E. of part time help[1]	27	5.0
Total of F.T.E. personnel I through VI	532	100.0
Total of I through V	505	94.5
Total of I, II, and III	373	70.1
Total of I and II	312	58.6

[1]Note: Full time equivalent = 49,023 hours ÷ 1800 = 27

BEST COPY AVAILABLE

The contrast with the public and academic library sectors is marked. In public libraries the M.L.S. level positions represented 25.8 per cent of the full time equivalent of total staff, while academic libraries reported these as 24.9 per cent of the total full time equivalent staff.

In discussing the total staff profile of both the public and academic sectors it could be said that the balance as between professional and support staff was within the norms expected of acceptable practice. The same cannot be said of the school library sector. The total of 58.7 per cent of all personnel at the levels of categories I and II suggests a serious imbalance. A higher proportion of support staff would appear essential if misuse of professional staff is to be avoided. Perhaps some leavening of this assertion is in order in view of the frequency with which the librarian in charge is the only person on the staff. Still it would seem that the burden of proof is on the schools involved. Surely a minimum equivalent of one full time support staff position could be justified wherever a school library is warranted.

Other information of significance is presented in the table. Again the small number of library technical assistant positions is noted, with only eight positions or 1.5 per cent of the total of personnel available are reported in this category.

Salary Policies and Salaries Paid

We turn now to data on salaries for positions in categories I, II, and III. In comparing this information with that from other sectors, an adjustment should be made for the fact that salaries in school libraries are generally for ten rather than twelve months as in the public and academic libraries. Of the 373 positions reported in these categories, usable information was received for 326 or 87.4 per cent.

Detailed information on salary policies appears in Tables 16 and 17. The following generalizations seem pertinent:

(1) Category I positions (head librarians and positions for which the M.L.S. degree and three or more years of experience was desirable).

(a) 10.8 per cent were on salary guides with minimums of less than $7,000, while 86.6 per cent were on salary guides with minimums under $8,000.

(b) 89.2 per cent were on salary guides with minimums of $7,000 or more, with all 231 positions on guides with maximums of $7,000 or more.

(2) Category II positions (normally requiring the M.L.S. degree but little or no experience).

(a) Only 4.9 per cent were on guides with minimums of less than $7,000, while 95.1 per cent were on salary guides of $7,000 or more.

(b) On the maximum side all positions were on guides reaching $9,000 or more, with 98.4 per cent reaching $11,000 or above.

(3) Category III positions (the quasi-professional group).

(a) Of the thirty-four positions for which usable salary information was reported, 73.5 per cent were on salary guides with minimums of less than $5,000, with 26.5 per cent between $7,000 and $7,999.

(b) 26.5 per cent of these positions were on salary guides with maximums above $7,000, all of which were actually $11,000 or above.

BEST COPY AVAILABLE

TABLE 16

DISTRIBUTION OF MINIMUM SALARIES IN REPORTING SCHOOL LIBRARIES BY $1,000 INTERVALS

Item	$4,999 and Below	$5,000 to $5,999	$6,000 to $6,999	$7,000 to $7,999	$8,000 to $8,999	$9,000 to $9,999	$10,000 to $10,999	$11,000 to $11,999	Total
Category I									
Number	0	0	25	175	7	14	5	5	231
Per Cent	0	0	10.8	75.8	3.2	6.1	2.2	2.2	70.9
Category II									
Number	0	0	3	57	1	0	0	0	61
Per Cent	0	0	4.9	93.4	1.6	0	0	0	18.7
Category III									
Number	25	0	0	9	0	0	0	0	34
Per Cent	73.5	0	0	26.5	0	0	0	0	10.4
Total I, II, III									
Number	25	0	28	241	8	14	5	5	326
Per Cent	7.7	0	8.6	73.9	2.5	4.3	1.5	1.5	100.0

TABLE 17

DISTRIBUTION OF MAXIMUM SALARIES IN REPORTING SCHOOL LIBRARIES BY $2,000 INTERVALS

Item	$4,999 and Less	$5,000 to $6,999	$7,000 to $8,999	$9,000 to $10,999	$11,000 to $12,999	$13,000 to $14,999	$15,000 to $16,999	$17,000 and Above	Total
Category I									
Number	0	0	16	4	99	94	18	0	231
Per Cent	0	0	6.9	1.7	42.9	40.7	7.8	0	70.9
Category II									
Number	0	0	0	1	31	26	3	0	61
Per Cent	0	0	0	1.6	50.8	42.6	4.9	0	18.7
Category III									
Number	21	4	0	0	4	5	0	0	34
Per Cent	61.8	11.8	0	0	11.8	14.7	0	0	10.4
Total I, II, III									
Number	21	4	16	5	134	125	21	0	326
Per Cent	6.4	1.2	4.9	1.5	41.1	38.3	6.4	0	

Implications for Establishing Personnel Requirements

As in other sectors we turn now to assessing the implications of the data for predicting future personnel requirements for library school graduates with the M.L.S. degree, for sustaining present services, for improving and extending services, and for the provision of services for any increases in work load because of enrollment increases.

The 109 reporting school systems are sustaining approximately 326 positions in categories I, II, and III. As in other sectors this larger number was reduced in relation to the capability of the libraries in meeting national competition for the library school graduates. In the school sector it is suggested that all positions established under salary guide maximums of $7,000[1] or more annually, be judged as so capable. Looking at the data in Table 17 we find that 301 or 93.2 per cent fall into this category. Assuming further, that the reporting libraries represent one-third of the total for the State, the basis for estimating future requirements for M.L.S. graduates would be 903 positions.

This figure will appear to be on the conservative side when viewed in relation to statistics supplied by the Indiana State Department of Public Instruction.[2] In reported school statistics for 1970-71, some 1683 persons were licensed as follows: (1) Media - 648; (2) School librarians - 711; (3) With 9 or more hours of related credit - 163.

---

[1]The figure of $7,000 rather than $8,000 was chosen for the school sector as an adjustment for the prevalence of the ten month contract.

[2]The statistical information included here was supplied to the Advisory Committee at its July 11, 1973 meeting by the Bureau of Information and Research of the Office of the Indiana State Superintendent of Public Instruction.

The same source reported a total of 3500 persons involved in school library and media services. Time assigned was as follows: (1) Full time - 1053; (2) More than half time but less than full time - 327; (3) Half time - 509; (4) less than one-half time - 1373; (5) No time - 258.

This report will, however, use the base figure of 903 (rounded to 900) as representing the probable number of positions now budgeted at a level which could command the services of a person with the M.L.S. degree, and assigned sufficient time to library activities to justify that degree. As the data and recommendations are reviewed for planning purposes, they should be viewed as representing minimums in relation to the public school sector, and even more so in relation to total elementary and secondary school enrollments including the private sector, which was not covered by this study.

Professional Staff Growth

We turn next to the judgements of the reporting librarians and school administrators with respect to the probable future expansion of professional and quasi-professional positions. Detailed information is presented in Table 18. Again it is implied if not assumed that these estimates will correlate reasonably well with what will actually happen in the school library sector. In any event, when reviewed in relation to actual experience with reported new appointments for the three year period, July 1, 1969, through June 30, 1972, a projection for the future based on a combination of evidence and judgment will be made.

The 109 reporting schools indicated that an expansion of staff by 231 positions in categories I and II by 1983 would be desirable. This would represent an increase of 74.0 per cent above present staffing levels. Adjusted to what was considered as attainable, the figure drops to an increase of 190 positions,

BEST COPY AVAILABLE

TABLE 18

STAFF GROWTH THOUGHT DESIRABLE AND THOUGHT ATTAINABLE BY 1983 AND ANTICIPATED VACANCIES, 1973-78, IN SCHOOL LIBRARIES, BY CATEGORIES FROM FORM 2

Item	Number	Per Cent
Category I		
Number of Positions Thought Desirable	160	67.8
Number of Positions Thought Attainable	144	61.2
Vacancies Anticipated	142	60.0
Present Positions	236	44.4
Present Vacancies	4	1.7
Category II		
Number of Positions Thought Desirable	71	93.4
Number of Positions Thought Attainable	46	60.5
Vacancies Anticipated	29	38.2
Present Positions	76	14.3
Present Vacancies	2	2.6

TABLE 18--Continued

Item	Number	Per Cent
Category III		
Number of Positions Thought Desirable	82	135.3
Number of Positions Thought Attainable	55	89.3
Vacancies Anticipated	58	95.1
Present Positions	61	11.5
Present Vacancies	11	18.0
Category IV		
Number of Positions Thought Desirable	47	587.5
Number of Positions Thought Attainable	28	350.0
Vacancies Anticipated	10	125.0
Present Positions	8	1.5
Present Vacancies	0	0
Category V		
Number of Positions Thought Desirable	91	73.4
Number of Positions Thought Attainable	69	55.7
Vacancies Anticipated	0	0

TABLE 18--Continued

Item	Number	Per Cent
Category V (Continued)		
Present Positions	124	23.3
Present Vacancies	4	3.2
Total all Categories		
Number of Positions Thought Desirable	451	84.8
Number of Positions Thought Attainable	342	64.2
Vacancies Anticipated	239	44.8
Present Positions	532*	
Present Vacancies	21	3.95

*Includes 27 F.T.E. of part time help.

or 60.9 per cent over the present base of 312 positions in the ten year period to 1983. Using the latter figure of 190 positions and assuming that one-third of all schools are included, suggests that a total of 570 new positions are considered attainable by 1983. This indicates a potential annual demand for 57 M.L.S. graduates for the ten year period to 1983 to fill new positions.

The number of students to be served would be a factor as would other aspects of the work load. For purposes of this study the projected population growth of 36 per cent for the twenty year period to 1990 plus a factor for improvement of the quality of school library service (here arbitrarily set at 25 per cent for a ten year period) suggests that school libraries in Indiana ultimately should command a budget base 50 per cent above present levels. This would result eventually in a base of approximately 1350 professional positions.

In summary, then, the school library sector should move during the ten year period to 1983 from a base of 900 positions at the full professional level to approximately 1350 such positions. Assuming that this level of expansion would be achieved gradually over the next ten years it would be necessary to add approximately 45 new professional positions annually. Thus we have modified the judgments of those reporting probable attainable growth rates for categories I and II, downward from a possible demand of 57 to 45 M.L.S. graduates annually.

Replacements in existing professional positions, estimated at 8 per cent annually, would generate an additional demand for 72 library school graduates. To this figure must be added the number of replacements needed to keep newly created positions filled. If the vacancy rate projected for the present base of 900 positions were to hold true for those newly created, 8 per cent annually, replacements for these positions would move from a nominal level in the early years to approximately 36 by the tenth year.

Combining the above figures with that for replacements, varying from 72 for the first year and growing to 108 by the tenth year, we arrive at a projection of 117 M.L.S. graduates, needed annually in the school sector. This figure would increase to approximately 153 for the year 1983. After this year replacements only would be needed. The more likely probability, however, is that expansion would be gradual enough that total annual requirements would level off somewhere below the 153 figure, and would then remain relatively constant.

In actuality, the school library sector, in response to Form 2A, reported some 128 new appointments to professional and quasi-professional positions during the three year period from July 1, 1969, to June 30, 1972, for an average of 43 annually. Of these, 42, or 32.8 per cent held the M.L.S. degree. Augmenting this figure to approximate the total universe, suggests a possible total of 126 appointments of persons with the M.L.S. degree or approximately 42 per year.

Some 32 of these appointments during the three year period were to newly created positions, or approximately 11 per year. More will be said later about the character of new appointments to school library positions with special reference to the seeming discrepancy between the capability of the school library sector to meet national competition for fifth year library school graduates as far as salaries are concerned, and the actuality of the decisions reported.

The Nature and Character of Recent Appointments

We turn now to an analysis of each of the eight questions asked on Form 2A with respect to appointments during the three year period from July 1, 1969, through June 30, 1972.

Information was received for 128 appointments to school library positions.

Status of the Positions at the Time of Appointment

Of the 128 appointments reported, 25.0 per cent were to newly created positions, while the remaining 75.0 per cent filled vacancies in existing positions. Relating the 75.0 per cent filling vacancies to the total base of 381 budgeted positions reported in categories I through IV of Form 2, the equivalent of 25.2 per cent became vacant over the three year period with 8.4 per cent becoming vacant annually. Position growth, then, reported a total of thirty-two positions over a base of 381 positions, 8.4 per cent for the three year period and 2.8 per cent annually.

While data on the reasons for the vacancies were less complete than for other sectors, some 50.8 per cent were generated by resignations, 3.9 per cent because of retirements, and 2.3 per cent for other reasons. Put another way, of those reporting the reason, 89.0 per cent were caused by resignations, 6.8 per cent by retirement, and 4.1 for other reasons. See Table 24.

Position Titles

Some eighty schools supplied data on position titles for a total of 127 positions. In contrast with other sectors, the schools did not include any recognizable support staff positions. Some 64.4 per cent of the appointments were as "Head Librarian", suggesting confirmation of the fact that a very high proportion of school libraries have only one position at the professional level; 6.3 per cent were titled "professional assistant"; and 2.4 per cent as "senior librarian". Twenty-seven and six-tenths per cent were titled as "children's" and/or "young people's" librarians. This latter group includes a number of appointments in elementary and junior high schools where no title

was given.[1]

As might be expected there was an absence of "specialist" positions such as "reference" librarian, "cataloguer", "Fine Arts" librarian, or other subject designation in contrast with titles reported in the academic and public library sectors.

Salaries

Table 19 presents the distribution of appointments by salary paid. Because most school library appointments are for ten rather than twelve monthes, it is suggested that an adjustment of approximately $1,000 should be made in comparing school library salaries for new appointees with those in the public and academic library sectors.

Other aspects of the school environment that should also be kept in mind in interpreting these data are, the general practice of annual automatic salary increments and also the differentiated salary scales or tracks for persons with more than the minimum of educational qualifications.

A newly graduated school librarian, with both M.L.S. and A.B. degrees, who has ten years experience as a classroom teacher but no library experience, would almost certainly start as a librarian on the eleventh step of the teachers' salary scale. In contrast, the new library school graduate with comparable educational attainment but with no school experience would start on the first step of the appropriate scale.

Of the 113 appointments for which salary data were received none paid less than $6,000 and only 5.3 per cent paid less than $7,000, while 6.2 per cent paid $14,000 or more. Some 26.6 per cent paid between $7,000 and $7,999, the largest

---

[1]If the appointee had formerly been an elementary school teacher, it was assumed that the person became an elementary school librarian and the same for junior and senior high schools.

TABLE 19

SALARY DISTRIBUTION FOR SCHOOL LIBRARY APPOINTEES REPORTED ON FORM 2A

Salary Level	Year of Appointment			Total
	1969-70	1970-71	1971-72	
$6,000 to $6,999	1	1	4	6
$7,000 to $7,999	6	8	16	30
$8,000 to $8,999	9	6	12	27
$9,000 to $9,999	4	5	6	15
$10,000 to $10,999	3	0	4	7
$11,000 to $11,999	4	4	3	11
$12,000 to $12,999	1	3	2	6
$13,000 to $13,999	0	1	3	4
$14,000 and above	4	0	3	7
Totals	32	28	53	113

single group, followed by 23.9 per cent in the $8,000 to $8,999 bracket.

Looking at the salaries in relation to the educational background of the appointees, it can be noted that the average salary for the thirty-nine individuals with the M.L.S. degree (Tabular form in Appendix H) was $10,319 with the median at $9,950. The seventy-four appointees with A.B. level degrees as a minimum but short of the graduate degree in librarianship received an average of $8,946, and a median of $8,132.

Usable data with respect to educational background were received for 128 appointees. This data from Table 20 can be summarized as follows:

1. Of the 67.2 per cent who held bachelor level degrees[1] but not the M.L.S. or other master level degrees, 24.2 per cent had taken from six to thirty semester hours credit in library science with 25.8 per cent having completed more than eighteen semester hours of this type of study.

2. Roughly, one-third, or 32.8 per cent had completed work for the M.L.S. degree about half of which (15.6 per cent of the total) were from A.L.A. accredited schools in Indiana and out of state.

3. Some 24.2 per cent held master level degrees in fields other than library science.

4. Some 26.6 per cent had taken graduate level work in library science of between three and thirty semester hours with 17.1 per cent having completed more than eighteen hours.

5. Some 53.7 per cent of the appointees were certified as teachers.

---

[1]No appointees in the school library sector had less than a bachelor level degree.

Year of Birth, Sex, and Previous Position

Table 21 presents detailed information with respect to age, distribution of appointments by year, and sex for the 121 appointments to school library positions. As in other sectors, persons under age 35 represented well over half of all appointments. Some 27.4 per cent were under age 25. Other implications and conclusions are clear from Table 20.

With respect to previous positions, 123 usable replies were received. Of these, 43.1 per cent had been employed previously in some capacity by some library, 29.3 per cent had been classroom teachers, while 23.6 per cent had been students. The remaining 4.1 per cent came from non-school employment. From this information it can be said that classroom teachers and fresh-out-of-school graduates provided substantial input for school libraries with some 52.9 per cent in these two categories.

Schools Granting Degrees and Providing Professional Education

Forty-two appointees reported M.L.S degrees from thirteen different schools. Of these, 47.6 per cent were earned at A.L.A. accredited schools and an identical 47.6 per cent were earned at Indiana unaccredited schools; 78.5 per cent were from Indiana institutions, and 19.0 per cent from other states.

Of the seventy-seven appointees reporting A.B. degrees but not the M.L.S., 88.3 per cent were from Indiana institutions, with only 11.7 per cent from other states. The seventy-seven A.B. degrees were earned at eighteen different institutions. (Tabular form in Appendix I)

When contrasted with the public and academic sectors it can be noted that the school library appointments are more provincial in character, since they draw, to a lesser extent,

from the national market even though salaries appear to be higher and hence could be more competitive. It would appear also that the schools are relying more heavily on undergraduate library science programs. In this, Indiana seems to be following the pattern set by the nation as a whole.

Present Status of Incumbents

Of the 122 appointees responding to this question, 79.5 per cent were still with the employing school; 11.4 per cent had moved to another school library position; and 9 per cent had left the profession.

TABLE 20

DISTRIBUTION OF REPORTED SCHOOL LIBRARY APPOINTMENTS BY YEAR AND BY EDUCATIONAL BACKGROUND

Education	1969-70	1970-71	1971-72	Total
M.L.S.	12	9	21	42
A.B. but less than Master's	21	27	38	86
Total	33	36	59	128
Master level degree other than M.L.S.	10	6	15	31

TABLE 21

DISTRIBUTION OF REPORTED APPOINTEES BY YEAR, SEX, AND YEAR OF BIRTH

Birth Dates	Age	Year of Appointment			Total	Per Cent
		1969-70	1970-71	1971-72		
1915 and earlier	55+	4	2	4	10	8.8
1916-1925	45-55+	7	5	6	18	15.9
1926-1935	35-45+	7	5	12	24	21.2
1936-1945	25-35+	5	9	16	30	26.5
1946-1955	Under 25	8	9	14	31	27.4
Total		31	30	52	113	
Total Male		5	7	5	17	14.0
Total Female		28	25	51	104	81.9
Total		33	32	56	121	

CHAPTER VI

SPECIAL LIBRARIES

Usable responses were received from eight special libraries, including six supported by business and industrial corporations and two by the United States government. In addition, twelve institutions responded with incomplete information or by indicating that their activities were minimal and unrelated to this study. Because of the particular nature of the returns, presentation of information will be structured differently from the chapters dealing with other types of libraries.

The Staff Profile

Professional and quasi-professional staff reported in categories I, II, and III on Form 2 totaled twenty-five positions. Six technical assistant positions were reported, along with twenty-eight additional support staff positions. There was relatively little use of part time help, in all, less than the equivalent of one full time position.

Salary Policies and Salaries Paid

All twenty-five positions in categories I through III paid salaries of $9,000 or more, the range being from $9,000 to just above $25,000. Two positions paid between $9,000 and $9,999, five between $10,000 and $10,999, four between $13,000 and $14,999, eight between $18,000 and $19,999, and three more than $20,000.

Professional Staff Growth and Anticipated Vacancies

In the judgment of the reporting librarians, an increase of nineteen positions in categories I through III was considered desirable with ten being attainable. The latter figure would represent a near one-third increase in the ten year period to 1983.

Vacancies in the professional level positions, categories I and II, were estimated at sixteen, or approximately three per year for the six year period through 1978.

The combination of new positions and estimated vacancies would call for no more than four M.L.S. graduates per year. Small as this sample is, the similarity of findings with those of other sectors is striking.

The Nature and Character of Recent Appointments

Five professional appointments were reported by three of the libraries. Titles were about as expected: Research Librarian, Reference Specialist, Senior Librarian, and Librarian. Three held the M.L.S. degree and one the B.S. in library science. The remaining appointment was a subject specialist with substantial library and bibliographical experience.

All were women with an age range from 23 to 48. The University of Illinois was represented with two appointments and Columbia and the University of Chicago with one each.

Although it is obvious that no generalizations can be made from so few cases, it still seems reasonable to infer that the special library sector in Indiana is not likely to generate a substantial demand for graduates in the immediate future and that the patterns of influence are likely to be more national than regional in character.

On the other hand, when this segment of the total library operation is coupled with related types of services in government, including the State Library, and the personnel needs of library education programs, an estimate of 150 professional level positions would appear to be a defensible base from which future projections might be made. To this figure should be added an increment for growth. Assuming a one-third expansion of staff for all purposes in the ten year period suggests a level of approximately 200 professional positions by 1983.

With even more speculation than when establishing projections of need for M.L.S. graduates in other sectors, a range of fifteen to twenty positions to be filled annually is set as a working estimate.

While no statistical evidence was available with respect to sporadic reports of the downgrading and elimination of library and information services by sponsoring corporations during the last few years, it seems appropriate to record here the caveat that all forms of information input and dissemination in the business, industrial, and private research sectors deserve and increasingly higher rather than a lower priority in the immediate years ahead.

CHAPTER VII

LIBRARY EDUCATION PROGRAMS IN INDIANA

Any consideration of library education programs in Indiana, or elsewhere, should be made against the background of local, state, national, and possibly international influences and constraints with respect to how much local leadership is and is not free to influence or to change these programs. More specifically, this consideration sets as a premise that the emergence of librarianship as a profession really places national considerations and influences first. This is not to ignore state and local needs but to increase the likelihood that programs and activities growing out of an awareness of the best thought and practices, with respect to library education nationally, is the best way to insure that programs sponsored by Indiana institutions will indeed make the maximum contribution in the State.

In a similar vein, a further premise should be put into the record, namely, that the first responsibility of those Indiana colleges and universities, offering programs in library education, should be to the students in those programs and to maintain their national viability. Only secondly, should their obligations turn to purely local needs. Again, this posture is suggested, not to overlook or downgrade the obligations to libraries in the State, but rather, to insure, by putting the student first, that the libraries which later hire these graduates get the best possible personnel.

Having placed the interest of the student first, we should now turn to the question of relationships between the quantitative and qualitative aspects of the personnel requirements of

Indiana libraries and the planning of library education programs. In this connection several assumptions were made early in the study, namely:

(1) Public and private institutions of higher education in Indiana have the obligation to provide both the citizens of the state and their constituencies outside the state with opportunities for quality education in librarianship within the limits of their resources.

(2) Quantitatively, Indiana institutions might be expected to produce as many graduates of such programs as were required by Indiana libraries.[1] Again, this does not suggest that Indiana libraries should give priority in employment to these graduates. In fact, quite the contrary, for one of the aspects of a true profession is that it transcends purely parochial and local interests.

While stressing the importance of the student oriented program in relation to national needs, the necessity for maintaining the closest possible affinity between professional schools and their nearby operating libraries should not be neglected. Regrettably, library schools have rarely achieved anything like the partnership that exists between medical schools and hospitals. Indiana institutions might well take the leadership in developing closer ties with operating libraries, both in relation to degree programs and continuing education programs.

The data collecting instrument for library education programs was Form 3 as seen in Appendix G. In summary, it

---

[1]The thought here is that the State should carry a reasonable share of the cost of sustaining the professions nationally. The same position might not hold for states of limited population and/or easy accessability to accredited programs in adjoining states. Even then the case could be made that each state has a responsibility to provide educational opportunity in the professions whether by sponsorship of schools or by tuition subsidy.

requested information on faculty by professional levels for a three year period, 1970-71 through 1972-73; support staff for the same period; identification of discrete programs; and the number of graduates for a four year period 1968-69 through 1971-72 from each; a precise list of courses actually given during a three year period, 1970-71 through 1972-73, indicating whether undergraduate, graduate, or both; and finally a general statement on programs as now offered or planned for the future.

The Major Programs

Information from the four major schools and departments will be presented first followed by data on those schools offering limited programs or service courses only. The four major program centers are at Bloomington, The Indiana University Graduate Library School; Lafayette, The Purdue University, Department of Education, Media Sciences Curriculum; Muncie, Ball State University, Department of Library Science; and Terre Haute, The Indiana State University, Department of Library Science.

The principal constraints on these programs alluded to earlier are:

(1) The pattern of professional education for librarianship promulgated by the American Library Association through the Board of Education for Librarianship and later through the Committee on Accreditation of that body.

(2) Indiana State laws dealing with the certification of librarians for public libraries.

(3) The pattern of certification developed by the State Superintendent of Public Instruction for School Librarians.

(4) The complex of influences exerted by the profession, independent of official laws and regulations, if not of public policy statements, together with local institutional policies, especially those of the graduate division or school of which

BEST COPY AVAILABLE

the library science department may be a part.

Of these, the dominant influence, beginning in the 1920's, has been that of the American Library Association through their development of standards for accreditation. Since 1951, the principal pattern has been the master level degree based on five years of post-secondary education. This program requires a minimum of one year of professional studies. The resulting degree has been referred to as the M.L.S. throughout this report. In Indiana, the program now accredited by the A.L.A. is that of the University of Indiana at Bloomington. However, the other three programs also come under the influence of these standards and aspire to accredited status with the Purdue program emphasizing school library and media specialization.

The Indiana University Master's Program

The basic program at Bloomington is at the graduate level and involves thirty-six hours of course work. It provides for a variety of specializations within the one year of professional study. There is also a joint program with the Chemistry Department designed to prepare information specialists.

The Purdue University Program

At Lafayette, the Media Sciences Curriculum is administered by the Department of Education. At the graduate level it is designed to qualify students for certification for "school library and audio-visual services" as School Media Specialists, and/or as Directors of District Media Services. An additional objective is that of "educating media personnel for community colleges and higher education".

The purdue program has been modeled on the innovative curriculum for librarians and media specialists developed by the American Association of School Librarians in their Manpower Project.

The Ball State University Program

At Muncie the Ball State University Department of Library Science has developed its graduate program in line with A.L.A. standards, and also in conformance with State certification requirements for school librarians and media specialists. At the time information was being assembled for this study, the Muncie program correlated certain core courses, prerequisite to the M.L.S. program, with courses in other programs to be mentioned later. Specifically, sixteen quarter hours of undergraduate core courses were required for admission to the graduate program. However, beginning in September 1973, all courses for the M.L.S. degree will be at the graduate level.

In conformity with the University's graduate requirements in other fields, the Muncie program requires only forty-five quarter hours of study for the degree. However, the Department does require, in addition, completion of a special noncredit six session seminar designed to serve as an introduction to librarianship.

Twenty-seven quarter hours of credit in the Department are required of all students. Of these, 14 consist of directed electives within the Department, varying with individual specializations, and 12 are elected either from other library science courses or from cognate courses from outside the Department.

The Indiana State University Program

At Terre Haute the Indiana State University Department of Library science has settled on the single degree of Master of Library Science, thus aligning its program also clearly in the direction of the prescriptions of the A.L.A. Standards. Two areas are recognized, namely, a general program closely allied to the A.L.A. model and a second, not inconsistent with the former,

geared to meeting the State certification requirements for "School Library and Audio-Visual Services", and for provisional endorsement as "Supervisor of School Libraries and Instructional Materials Services".

Undergraduate and Related Programs

The picture here varies on the different campuses because of different administrative arrangements within each institution and possibly to some extent because of the desirability of keeping a certain clarity of purpose and objective at Bloomington because of the official A.L.A. accreditation. In any event all institutions by one method or another administratively offer students the opportunity at the undergraduate level to meet State requirements for provisional certification for "School Library and Audio-Visual Services". This certificate is an endorsement for either elementary or secondary school library and audio-visual services which adds certain complications and mandates close association with the departments of education or the equivalent in each institution.

In addition to offering formal degree programs, each of the institutions carried some responsibility for providing service courses, either by admitting students to degree courses on an ad hoc basis, or by offering specific courses for the purpose. Similarly, there appears to be reasonable arrangements whereby graduates may come back for specific courses without becoming candidates for a degree.

Characterization of Courses Offered

Against the background of general information presented above, we now present a more detailed anaylsis of information from each major center arranged alphabetically by their location.

At Bloomington

The 1972-73 Bulletin of the Indiana University Graduate Library School at Bloomington lists forty-five different courses serving the several programs including the doctorate described above. Of these, six were open to juniors and seniors in the College of Arts and Sciences and in the School of Education. Nine of these were seminars presumably associated primarily if not exclusively with the doctorate with registration requiring permission of the instructor. One was in association with the dissertation itself, entitled "Ph.D. Thesis--credit arranged". Of the forty-five courses, thirty-five were actually given during the four sessions in 1972. Thirty-one were given in the spring semester of 1972, twenty-two in the two summer sessions, and twenty-seven were scheduled for the fall semester of the 1972-73 school year. Of the ten not actually materializing during these terms, six were highly specialized seminars which would normally not ge given every year.

With reference to work load it should also be remembered that in addition to offering certain courses more than once each year some courses are offered in multiple sections during some terms. It is also probably that additional work load would be generated by students outside formal degree programs taking library school courses on a service basis.

At Lafayette

The courses identified here, associated with the program of Media Sciences offered by the Department of Education of Purdue University, include those offered at the Calumet campus as well as those at Lafayette.

Seventeen courses comprise the program as listed in the bulletin entitled Media Sciences Curriculum. Of these, ten

were actually given during the three terms of the calendar year 1973. Of the seven not given during this period five were scheduled for the spring term in 1973. Five courses, in addition to those listed in the bulletin, were also offered during the 1972 calendar year. In summary, eleven different courses were offered during the spring semester, nine in the summer session, and eleven in the fall semester of 1972. Of the courses listed and/or offered, one is undergraduate, thirteen are upper undergraduate and graduate, and eight are graduate only. The policy at Purdue is to offer all courses at least once a year.

As with other schools the same courses are frequently offered during more than one session as are several sections of some courses during the same term. These figures include both undergraduate and graduate courses.

At Muncie

Course information for the Department of Library Science of Ball State University is not precisely comparable, as this institution is on the quarter system. Nevertheless, figures for the three quarters, autumn, winter, and spring, 1972-73, should be characteristic of their course offerings. The basic program for 1972-73 consisted of thirty-three courses, including independent study, research paper, and thesis preparation. Of these, eight were listed as undergraduate and twenty-five as graduate. All of the regular courses were scheduled at least once, with a substantial number being available for two or three terms. A number of courses were given in multiple sections especially those service courses to other departments. In summary, excluding the three course numbers associated with independent study, the research paper, and thesis, seventeen courses were scheduled for the autumn term, eighteen for the winter term, and eighteen for the spring term.

The revised program mentioned earlier, and which becomes effective in September 1973, consists of twenty-four courses plus independent study, the research paper, thesis and the six-session noncredit seminar.

At Terre Haute

The program of the Department of Library Science of Indiana State University offers twenty-nine different courses including "Master's Thesis". Of these, three are labelled as undergraduate; seven as either undergraduate or graduate, each with identifying course numbers to separate the student's level; and seventeen as graduate. Presumably all were given during the academic year 1972-73. As with the course offerings at Muncie and at Bloomington, there is a close relationship with the general pattern of courses which have developed under the standards for accreditation of the American Library Association. Similar also to the situation at Muncie, Bloomington, and elsewhere in library schools throughout the country, a great deal of attention is being given to re-study of the curriculum for all of the reasons mentioned in the recent literature on and conferences dealing with some of the major concerns. Some of the major concerns were:

(1) Systems analysis, computer applications to library and information activities.

(2) The handling of responsibilities for non-print materials.

(3) The reduction in the proportion of required courses.

(4) Better articulation of undergraduate and graduate courses and programs.

Faculty and Support Staff

The four major library education programs in the State report a total full time equivalent teaching staff of forty-three positions. Because of somewnat differing budget systems on the several campuses direct comparisons in the size of the respective teaching faculties is not warranted. However, the figures as reported do characterize the several environments. Bloomington reports 15.15 full time equivalent positions; Lafayette, 10.5; Muncie, 8; and Terre Haute, 9.5. The forty-three positions cumulatively represent six full professor level positions; nine Associate Professor; sixteen Assistant Professor; and 12.15 at other levels.

Relatively little in the way of support staff was indicated with the four institutions reporting a total full time equivalent of eleven positions. It is possible, however, that some additional assistance is available on budgets other than of the departments involved.

Numbers of Graduates of the Several Programs

With this background of information on the several schools, their programs, the nature of their course offerings and faculty, we now turn to the most important aspect of the library education environment in relation to planning for the personnel and education requirements of the future.

Doctoral Level Programs

In response to the request for the number of graduates of the several programs offered, the University of Indiana at Bloomington reported two doctoral graduates for each of the years 1968-69 and 1969-70 and eight for the 1971-72 period through August 1972.

Table 22 gives the number of graduates for other programs, both graduate and undergraduate, for the four year period from 1968-69 through 1971-72.

Undergraduate Programs at Other Locations

Although detailed statistical information was not solicited from institutions other than the University of Indiana, Purdue University, Ball State University, and Indiana State, the record should show that a number of undergraduate programs do exist including those at Butler University, where courses are under the jurisdiction of the School of Education; Goshen College; Saint Benedict College; and Saint Mary-of-the-Wood College.

Of these programs, only Butler University provided more than an occasional appointee in the filling of vacancies during the three year period July 1, 1969, through June 30, 1972, as reported by school, academic, and public libraries.

TABLE 22

PROGRAMS AND GRADUATES OF THE MAJOR LIBRARY EDUCATION CENTERS

School	Program	Number of Graduates by Years			
		1968-69	1969-70	1970-71	1971-72
Bloomington	Master of Library Science	117	115	129	81*
Lafayette	Media Sciences (M.S.)	41***	22	28	35
	Media Science				18
Muncie	Master of Library Science	16	38***	12	24
	Minor in Library Science	37	38	32	32
Terre Haute	Master of Library Science	9	10	14	16**
	School Library and A.V. Services (A.B.)	31	18	25	20**

*To May 1972.

**Approximate.

***Includes federally funded Institute.

CHAPTER VIII

PERSONNEL REQUIREMENTS OF INDIANA LIBRARIES

An Overview

This chapter is concerned primarily with library personnel requiring differentiated education and/or experience--that is, professional and technical personnel--but will give consolidated information on all budgeted positions reported, as a frame of reference for assessing balance of staff as between professional and support positions.

In the early stages of the planning of this study it was hoped that something like the following sequence of data collection and interpretation could be considered:

(1) To determine the present budget capability of Indiana libraries to sustain personnel at various levels in support of library services.

(2) To establish what might be considered the ideal level of personnel based on national and other standards or norms.

(3) To make adjustments in these national standards or norms as thought reasonable for the Indiana library and fiscal environment.

(4) To determine the proper level of operation for Indiana in relation to the ideal level of support.

(5) To indicate a proper planning posture for meeting this latter goal within a reasonable period of time.

This sequence assumes that improvements in the total library situation in Indiana or in any state is most likely to come in the step by step process of local assessment and local action against a pattern of state leadership. Additional reasons could be given in support of this contention and of the desirability of avoiding purely quantitive state standards.

The fact that the Indiana library environment (as is that of other states) varies so much geographically in level and quality of service that any realistic set of standards would fall below the level already attained in many communities. On the other hand, the ideal set of standards might well be so far beyond the capability of many institutions as to appear totally unrealistic and hence without merit.

A key objective, therefore, should be that of really persuading those who control the level and amount of library support of the truth of the obvious, namely, that the quality of service from any library depends directly upon the capabilities of the library staff and the character of the environment provided for their work. These capabilities, and their availability quantitatively, interacting with library resources and physical facilities constitute the potential for and are the final determinant of quality level library service. It should be clear, also, that the pattern of professional, technical, and support staff, appropriate to a given library, depends directly upon the nature and character of the activities to be performed and upon the quality level to which the particular institution aspires.

The National Picture

No one really knows how many professional level positions there are in all libraries in the United States, nor the precise number becoming vacant annually. Similarly, there can only be estimates for the immediate years ahead. What is true for the country as a whole is equally true for Indiana. Still, certain representative figures are available nationally, and some estimates. In the fall of 1972 the United States Bureau of Labor Statistics indicated that there would be approximately 125,000 positions requiring academic training in libraries in the United States in 1980 and that present estimates indicated

an annual demand for 9,000 persons to fill vacancies as they develop and to provide for some expansion in the growth of positions.[1] Growth of the profession as indicated from data reported by United States Government agencies can be indicated as follows: 1920--15,297; 1940--38,607; 1960--83,881; and 1980--est. 125,000.

In June, 1972, the Library Journal reporting predictions of the Manpower Panel indicated that "there naver was a shortage of 100,000 librarians in the sixties--the figure was closer to 67,000--and the gap has been narrowed tremendously in the last decade. Almost 9,000 librarians are being produced each year--and they face a job market that's at the saturation point."[2] The report goes on to say that the deflation in the baby boom is expected to have its greatest initial impact in the eighties, and that this will affect the job security of all librarians but will affect school librarians most seriously.

Also on the pessimistic side is the report from the Pennsylvania manpower survey which indicated that "a total of 741 positions are expected to become available in Pennsylvania through 1975 generally requiring a M.L.S. degree. Pennsylvania's graduate schools of library science . . . expect to grant 1,798 M.L.S. degrees through 1975 in addition to 50 doctorates and 100 advanced certificates."[3]

The Pennsylvania manpower survey reported an equally bleak picture in the school library area. "The library education agencies in the state expect to award a total of 1,252 bachelor's degrees in library science with only 525 new jobs expected to materialize for these individuals by 1975."

---

[1]U.S. Department of Labor, Bureau of Labor Statistics, Occupational Manpower and Training Needs (Bulletin, 1701), p. 42.

[2]"Update Manpower Panel Predicts Worsening Crisis," Library Journal, 97 (June 1, 1972), p. 2016.

[3]Reported in American Libraries, 3 (April 1972), p. 340.

BEST COPY AVAILABLE

A survey of unemployed library school graduates reported in March 1973 indicated that 819 persons were believed to be seeking positions. This figure was said to represent approximately 15 per cent of the graduates of the reporting schools.[1]

On the other hand, in recent weeks there has been some evidence of a turn around. The New York Times reports a 46 per cent rise in job offers for 1973 graduates with the bachelor's degree; 8 per cent higher for those with the master's; and 23 per cent higher for those with the Ph.D.[2] This more optimistic view was supported by a Carnegie Commission on Higher Education study reported also in The New York Times, indicating that the 1973 college graduate's job outlook was found to be the best in four years. The Carnegie study goes on to support a principle which is implied throughout this document, namely:

> that institutions of higher learning and governmental agencies concerned with educational policy refrain from taking panic measures because some graduates are unable to find a suitable job. Specifically the Commission urges that no efforts be made to restrict undergraduate opportunities to enroll in college, or to receive student aid.[3]

The Carnegie study also records its opposition to "manpower planning as unsuited to America's diversified and decentralized economy.

The Profile of Personnel in Indiana Libraries

The separate chapters dealing with public, academic and school libraries indicated the pattern of staffing through a profile separating the professional from the support staff. These presentations also showed the proportion of positions at

---

[1]"Employment Information Report", American Libraries, 4 (March 1973), p. 15.

[2]New York Times, March 11, 1973, pp. 7, 60.

[3]New York Times, April 4, 1973, pp. 1, 67.

the different levels specified in Form 2, the basic data collecting query. The consolidation of these figures is presented in Table 23. Here we find that category I, those positions requiring the M.L.S. and several years of experience, represented 20.9 per cent of the total of 3,354 full time equivalent positions reported; that the next category, II, represented 9.7 per cent of the total; that category III, quasi-professional positions, represented 8.1 per cent; that the Library Technical Assistant (category IV) represented 3.3 per cent; that the regular support staff represented 37.4 per cent; and that, finally the full time equivalent of the part time staff represented 20.3 per cent.

Turning more specifically to those positions which would normally require the M.L.S. degree we find that categories I and II constitute 30.6 per cent of the total and that by adding category III, the per cent reaches 38.8. Now by extrapolation, allowing for an adjustment of each figure for the estimated percentage of the total universe in the several types of libraries, we arrive at the projected figure of a total of 935 positions in category I; 429 in category II; 356 in category III' and 144 in the technical assistant category, IV.

TABLE 23

PROFILE OF LIBRARY PERSONNEL IN INDIANA
BY CATEGORIES AND TYPE OF LIBRARY

Item		Number	Per Cent
	Public		
I.	M.L.S. and three or more years of experience	247	15.1
II.	M.L.S. and less than three years of experience	173	10.6
III.	Other professional	180	11.0
IV.	Technical assistant	89	5.5
V.	Regular support staff	669	41.0
VI.	F.T.E. of part time help	273	16.7
Total		1,631	

BEST COPY AVAILABLE

TABLE 23--Continued

	Item	Number	Per Cent
	Academic		
I.	M.L.S. and three or more years of experience	218	18.3
II.	M.L.S. and less than three years esperience	79	6.6
III.	Other professional	32	2.7
IV.	Technical assistant	17	1.4
V.	Regular support staff	464	39.0
VI.	P.T.E. or part time help	381	32.0
Total		1.191	
	School		
I.	M.L.S. and three or more years of experience	236	44.4
II.	M.L.S. and less than three years experience	76	14.3
III.	Other professional	61	11.5
IV.	Technical assistant	8	1.5
V.	Regular support staff	124	23.3
VI.	P.T.E. of part time help	27	5.0
Total		532	
	Total		
I.	M.L.S. and three or more years of experience	701	20.9
II.	M.L.S. and less than three years experience	328	9.7
III.	Other professional	273	8.1
IV.	Technical assistant	114	3.3
V.	Regular support staff	1,257	37.4
VI.	P.T.E. of part time help	681	20.3

TABLE 23--Continued

Total F.T.E. Personnel I through VI	3,354	
Item	Number	Per Cent
Total of I through V	2,673	79.6
Total of I, II, and III	1,302	38.8
Total of I and II	1,029	30.6

Consolidated Data on Appointments

The complete picture and status of appointments reported by libraries in the several sectors is presented in Table 24. From this one table can be ascertained the number of appointments by year for the three year period, 1969-70 through 1970-72, by type of library, the number of positions in each grouping which were already existing, the number of new positions by year and by type of library, and whether the vacancy occurred because of resignation, retirement of for other reasons. Some 522 appointments were reported, or 174 per year. Of these, eighty-nine, or about 30 per cent, were new positions and 433 or 144 per year were existing positions.

TABLE 24

STATUS OF POSITION AT TIME OF APPOINTMENT BY NUMBER, BY PER CENT, AND BY TYPE OF LIBRARY

Item	1969-70	1970-71	1971-72	Total
		Public		
New				
Number	9	12	16	37
Per Cent	9.7	14.8	16.5	13.7
Existing				
Number	84	69	81	234
Per Cent	90.3	85.2	83.5	83.5
Total	93	81	97	271

TABLE 24--Continued

Item	1969-70	1970-71	1971-72	Total
Academic				
New				
Number	6	7	7	20
Per Cent	17.1	14.9	17.1	16.3
Existing				
Number	29	40	34	103
Per Cent	82.9	85.1	82.9	83.7
Total	35	47	41	123
School				
New				
Number	7	10	14	32
Per Cent	21.2	27.8	24.1	25.0
Existing				
Number	26	26	44	96
Per Cent	78.8	72.2	75.9	75.0
Total	33	36	58	128
Total All Sectors				
New				
Number				89
Per Cent				17.0
Existing				
Number				433
Per Cent				83.0
Total				522
Public				
Resignation				
Number	71	57	65	193
Per Cent	76.3	70.4	67.0	71.2
Retirement				
Number	8	7	11	26
Per Cent	8.6	8.6	11.3	9.6
Other				
Number	4	5	6	17
Per Cent	6.5	6.2	6.2	6.3

TABLE 24--Continued

Item	1969-70	1970-71	1971-72	Total
Academic				
Resignation				
Number	22	27	24	73
Per Cent	62.9	57.4	58.5	59.3
Retirement				
Number	2	2	4	8
Per Cent	5.7	4.3	9.8	6.5
Other				
Number	1	3	2	6
Per Cent	2.9	6.4	4.9	4.9
School				
Resignation				
Number	13	18	34	65
Per Cent	39.4	50.0	58.6	50.8
Retirement				
Number	0	1	4	5
Per Cent		2.8	6.9	3.9
Other				
Number	0	1	2	3
Per Cent		2.8	3.4	2.3
Total All Sectors				
Resignation				
Number				331
Per Cent				83.6
Retirement				
Number				39
Per Cent				9.8
Other				
Number				26
Per Cent				6.6
Total				396

Educational Background of Appointees

Table 25 presents consolidated information relative to the educational background of the appointees, together with summary information for public, academic, and school libraries. In interpreting this information it should be remembered that these appointments do not equate precisely to the categories in Form 2 for the position inventory but to Form 2A which requested information on "appointments to professional level or to other positions for which professional or technical education was required". Nevertheless, it may be assumed that decisions in the several sectors were reasonably representative of personnel coming into the more senior positions in each group.

Indiana Institutions as a Source of Personnel

Information with respect to institutions granting the M.L.S. degree was received for 238 of the 242 persons with this degree. Of these, 128, or 53.8 per cent, were from Indiana institutions. The percentages for the different types of libraries were: public, 39.0 per cent from Indiana institutions; academic libraries, 56.2 per cent; and school libraries, 80.5 per cent.

For appointees with the A.B. degree, many of whom had some undergraduate and/or graduate work in library science, information as to the source of the degree was available for 197 persons. Of these, 150 or 76.1 per cent were from Indiana institutions. The situation by type of library was: public libraries, 75 or 68.8 per cent from Indiana institutions; academic libraries, 19 of 20, or 95.0 per cent; and school libraries, 68 or 88.3 per cent.

For persons with undergraduate preparation in library science, information was available for 158 appointees. Of these 129 or 81.6 per cent received their library science preparation

TABLE 25

EDUCATIONAL BACKGROUND OF RECENT APPOINTEES BY DEGREE AND TYPE OF LIBRARY

Education	Public		Academic		School		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
No degree	30	17.1	2	1.7	0	0	32	6.2
A.B. & A.B.+	140	51.7	14	11.8	86	67.1	240	
M.L.S. & +	101	37.3	99	83.1	42	32.8	242	46.7
Doctorate	0	0	4	3.4	0	0	4	0.8
Total	173	100.0	119	100.0	128	100.0	518	100.0

BEST COPY AVAILABLE

from Indiana institutions. The situation by type of library: public libraries, 76 or 80.0 per cent from Indiana institutions; academic libraries, 3 of 4 appointees or 75 per cent; and school libraries, 50 or 84.7 per cent. This information is presented in tabular form in Appendix I.

Future Requirements for Graduates of Library Education Programs

We turn now to estimating the personnel requirements of libraries in Indiana with special reference to the M.L.S. programs. The three sector chapters established a base number of truly professional positions as follows: public libraries, 600 positions; academic libraries, 350 positions; and school libraries, 900 positions. If we add to these figures an arbitrary 150 positions to cover library education programs, special libraries including the State Library and other governmental libraries, the extrapolated base is a total of 2,000 positions for which the M.L.S. might appropriately be required, and which are now or could be upgraded to the level of meeting national competition for M.L.S. graduates.

Estimates of probable growth in the number of positions from this base during the next ten years appears in each of the sector chapters except for special and governmental libraries. They are as follows: public libraries by 200 to 300 positions to a level of 800 to 900 positions; academic libraries by 175 positions to 525 positions; school libraries by 450 positions to a level of 1,350 positions. Adding to these figures an estimated growth factor of one-third for the special library sector, namely, from 150 to 200 positions, gives an eventual base of some 2,875 to 2,975 professional level positions by 1983.

Estimates of the number of M.L.S. graduates from library education programs necessary to meet anticipated growth and for replacement of persons retiring or leaving the profession is also

detailed in the sector chapters. They are summarized here:

(1) public libraries 84 to 94 M.L.S. graduates.

(2) academic libraries 45 to 60 M.L.S. graduates.

(3) school libraries 117 to 153 M.L.S. graduates.

(4) special libraries including governmental libraries and also library education programs - 15 to 20 M.L.S. graduates annually.

This provides a theoretical demand for approximately 260 M.L.S. graduates in the immediate years ahead, moving upward to approximately 325 annually by 1983. Obviously, many assumptions have been made in this process of projecting, with the principal ones being: (1) that the quality of library service in all sectors would be improved; (2) that services in all sectors would be extended toward full service to all potential users; and (3) that attrition through resignations and retirements would be 8 per cent annually.

This last figure is probably the least certain. On the other hand, such attrition could hardly be less than 5 per cent annually. Using this conservative figure suggests a range in demand from 200 to 275 M.L.S. graduates annually.

No defense is made of the methodology by which this figure was reached. Continuous observation and study at manpower surveys and the mobility of personnel during these past years together with the willowy character of the dynamics of the present environment in which libraries are operating, suggest that no amount of evidence available, within reasonable limits of research budgets, can predict with absolute certainty what will actually happen as the ten year period progresses to 1983.

CHAPTER IX

CONCLUSIONS AND RECOMMENDATIONS

The recommendations which follow relate not only to exposure to the evidence assembled in this study but to a whole complex of influences growing out of involvements with problems of library personnel and library education over a thirty-five year period. The more intensive influences were a five year period of service with the A.L.A. Board of Education for Librarianship from 1946 to 1951, during which time the 1951 standards were developed; eight years of service on the Commission for Higher Educational Institutions of the Middle States Association of Colleges and Universities; membership in the teaching faculties of several teachers colleges, the University of Kentucky, and Columbia University; the Chairmanship of the A.L.A. Commission for a National Plan for Library Education; Chairmanship of the Manpower and Education sub-committee of the New York State Commissioner's Committee on Library Development; and as Director of the Columbia University Libraries for a period of sixteen years during which time the results of the professional education in librarianship offered by a majority of the accredited library schools in the country were assessed through the records of more than 1,500 graduates interviewed for positions on the staff of the Columbia Libraries.

More recently, the experience at the City University of New York, first as University Dean for Libraries and now as Professor of Library Science at Queens College, provided the opportunity to see library activities and to assess their implications for programs of library education from two additional points of view.

The current position at Queens College, one of the A.L.A. accredited schools, has provided the opportunity to observe

first hand the operation of a professional school curriculum in relation to a student body of substantial size and wide interests. It has also been a period of intensive self examination of the curriculum by the faculty in relation to national trends.

In the presentation of the text which follows, it is assumed that the reader is familar with material appearing earlier in this report. It is also assumed, in the fact of being commissioned for this study, that personal judgments of what is, what will be, and what ought to be were to be encouraged, as well as well as conclusions considered to be following from the evidence.

I. Recommendations of previous studies should be implemented.

The Indiana Library Studies series contains a body of information relevant to future library planning which is almost certainly second to none in the country. Many of the recommendations in the several studies have already influenced policies, but many more, both stated and implied, deserve the continued attention of library leadership in the state. It will, of course, be necessary to set priorities among the many desirable program suggestions in studies, such as this one, and the many volumes of the above series. It will also be necessary to provide the staff assistance required both for the systematic review of all previous recommendations, and for fielding action programs identified as deserving high priority.

Adequate staffing of the Indiana State Library is crucial in this process. Not only will it be mandatory that earlier recommendations with respect to such staffing be fully implemented[1] but that positions, if any, lost because of reduced federal funding be financed by the State.

---

[1] The Indiana State Library: A Preliminary Study, by Genevieve M. Casey (Indiana Library Studies, Report no. 15), Bloomington, Indiana, 1970.

BEST COPY AVAILABLE

II. The M.L.S. degree should constitute the minimum level of educational attainment for entry into the profession

The master's degree, involving a minimum of one year of professional education associated with an academically oriented bachelor's degree is affirmed as the logical and defensible minimum requirement for full recognition as a member of the library profession. This has become the national pattern under American Library Association standards beginning in 1951 and has been reaffirmed by the A.L.A. Council's adoption of the policy statement on library education and manpower in 1970,[1] and of the revised standards for accreditation in 1972.[2]

This concept is further substantiated by placement statistics of what is actually happening as reported in the current Bowker Annual:[3]

> The graduate accredited programs dominate the placement picture in all parts of the country, and most especially in the middle western region where the largest number of positions are available. . . .
>
> The graduate programs train librarians for positions in all types of libraries. However, the non-accredited programs place the major portion of their graduates in school libraries.

If libraries large and small and of the several recognized types are to perform as true educational institutions, meeting the full needs of readers of increasingly higher levels of education, then their programs must be placed under the direction of, and their underlying professional activities must be performed by, persons of high educational attainment.

---

[1] "Library Education and Manpower: An A.L.A. Policy Proposal", American Libraries, 1 (April 1970), pp. 341-44.

[2] "Revised Standards for Accreditation, 1972", American Libraries, 3 (July 1972), pp. 653-57.

[3] The Bowker Annual of Library and Booktrade Information, (New York: R. R. Bowker, 1972), p. 255.

For purposes of this study the minimum satisfactory level of education is the minimum of one year of professional study in conjunction with or following a normal four-year college program. Library leadership, capacity, and performance must transcend the purely local or parochial environment. "Poor help in identifying and locating information is bad for the user and will ultimately damage the organization that provides the inadequate service."[1]

This does not mean to imply that the very substantial number of persons short of this level of formal educational achievement now in positions considered professional or quasi-professional, or who are available for such positions, are not or cannot make substantial contributions to library services, but rather that such competency would be further increased through professional education. It asserts furthermore that some such standard is essential to increase both the probability and the actuality of quality service. This contention will come under discussion again under recommendation VII, dealing with the extension of library service to all citizens of the state.

For further support of this position one may turn to a source outside professional association circles. The Bureau of Labor Statistics defines the responsibilities of the librarian in terms which could hardly be met except through the kind of general and professional education suggested above:[2]

> Librarians review and analyze the needs of the library's users and formulate policies and procedures for staff implementation in meeting those needs. Their responsibilities may include: development, coordination, and administration of the library program; staff selection, supervision, evaluation, and training; delegation of duties, responsibilities and authority; evaluation, selection, and classification of library materials and equipment; and

---

[1] Priorities and Objectives for Planning Library and Information Services (Washington, D.C.: National Commission on Libraries and Information Science, 1972), p. 3.

[2] Library Manpower Study: Staff Position Paper, U.S. Department of Labor, Bureau of Labor Statistics, 1972

BEST COPY AVAILABLE

instruction and assistance in the use of the library's resources. The librarian's expertise may lie in a particular area of librarianship such as bibliography, reference or administration, or the librarian may combine librarianship with a subject or language specialty.

III. "Stand-alone" undergraduate programs should be phased out

The major implication of recommendation II, namely that the M.L.S. degree should be the minimum preparation for entry to the profession, is to challenge the continuation of independent undergraduate programs. This has been a controversial point within the profession for years. It was partly resolved with the elimination of the Type III school in the 1951 standards. There is evidence also that graduates of such programs have been declining in proportion to the number of M.L.S. graduates, and that, except in the school library field, are not a significant source of personnel. What is suggested here is that the question of standards be faced squarely and that such undergraduate programs as are designed to provide a career ladder to full professional status either be formally articulated with named M.L.S. programs or be phased out.

Whether this is or is not a popular recommendation, it seems clear that in the very area where undergraduate programs have provided the point of entry to the profession, the school library and the school media center, is the one which needs and deserves the highest possible level of general education and professional specialization. School librarians everywhere and especially in Indiana (except for the larger population centers), tend to be on their own without access to experienced supervisors whether within the building or the school system.

There are also implications for the certification requirements for school librarians. Indiana already recognizes the desirability of five years of post secondary education and the master's degree for "professional" or continuing certification holding graduates of undergraduate programs in all fields

to "provisional" or term certification. Why not take advantage of the opportunity to upgrade the school library environment educationally during the coming years when the M.L.S. graduate will surely be in more plentiful supply?

There is the related concern with respect to the point of entry to the profession. Information relative to recent appointees to school library positions in Indiana indicates that, even with the relatively high salaries in school positions, especially after adjusting for the shorter work year, schools generally were appointing a substantial number of librarians with only undergraduate preparation in library science.

There is the related question, too, with respect to the extent to which teachers "on board" are being transferred to library posts. Such transfers may enrich librarianship when the decision is based on the proven capabilities of the individual involved as a teacher, but all too frequently criteria other than success in teaching and promise of librarian capabilities lead to the transfer and the subsequent taking of library science courses to qualify for certification. Even successful classroom teachers can hardly be expected to perform effectively as school librarians and media specialists without having the benefit of library education programs and experience under competent library direction. Further reference to this problem and to the need for educating school boards and school administrators of the necessity for professional education in library science for successful performance will be made in other sections of the report.

One final reference should be made to the role, if any, of the undergraduate programs, assuming that eventually they would not provide direct entry to the profession under Indiana certification requirements and practice. The more likely role, as indicated earlier, would be to articulate them with existing M.L.S. programs, much as is already achieved at those centers where undergraduate as well as graduate programs are now offered.

BEST COPY AVAILABLE

IV. Library educators must continue to scrutinize curriculum organization, content, and teaching strategies

The recommendations above endorse the pattern of education for librarianship developed and sustained by the profession during the past twenty-five years and formalized by the accreditation program of the American Library Association. This should not be interpreted as automatic acceptance of all such programs, whether or not accredited, as ideal and unchanging, but rather that the faculties responsible for these programs in Indiana and elsewhere are or should be continuously re-examining their aims, objectives, and teaching strategies to better meet current and future needs of libraries in Indiana and elsewhere. Happily, it can be said, from visits to the several campuses and in the documentation received from the four major centers that just this kind of environment is evident in Indiana.

Suggested questions for consideration by the faculties in such continuing review growing out of the study and from related experience are presented below:

(1) Is there sufficient differentiation of student programs of study in relation to the recognized specializations by type of library and type of work?

(2) Is it still possible in a one year program to give adequate attention to both the traditional specializations and the newer aspects of librarianship for all types of libraries and library work?

(3) Have schools tended simply to "add on" courses to represent new specializations rather than to go through the more difficult and time consuming process of integrating new material into the basic courses?

(4) Has library school teaching become too remote from the environment of the operating library?

(5) Have the purely "technical" aspects of library and media center activities been given undue amounts of course time

which might better be retained for depth study of materials and their relationship to reader needs at all levels and in all subject areas? (Example: Machine operation, preparation of A.V. materials)

(6) Has enough attention been given nationally, regionally, and locally to the development and use of technical aids to instruction both in substantive courses and to bring the reality of practice to the classroom?

(7) Have library educators generally and through their schools given enough attention to the needs of practicing librarians for in-service and continuing education?

(8) Have the possibilities of sharing faculty specializations and of other forms of cooperation between schools and departments in the state been given adequate attention?

This list of questions could be extended considerably from the enumeration of concerns expressed in the general query used in this study and from the concerns expressed in current and recent literature. It is believed, however, that this list will suffice for the comments which follow.

This report wishes to go on record expressing the conviction that the pattern set by the 1951 standards and still generally followed by most schools errs on the side of attempting to cover too much material in a one year program, even when that program consists of thirty-six or more semester hours of credit. This becomes even more evident when attempts are made to give some focused attention to such areas as information science however defined, to the concepts of systems analysis frequently in the form of a separate course, to the orientation of students to the vastly increased number and forms of bibliographical tools in all subject fields, to the ramifications of the computer in its many possible influences on library operations (management of records, bibliographical control and access, computer assisted instruction, and the manipulation and delivery of information via data banks, to name a few), and,

finally, to such recent concerns as specialized services to minorities, and social action programs.

Opinions will vary as to the direction for possible solutions. In fact it would be a mistake to think that solutions would either be easy or simplistic. On the other hand, surely they will involve giving students much more opportunity than is now generally true to elect from clusters of courses relating to particular interests and possible specializations. Some would extend the curriculum through a sixth year, and this may well be a solution for practicing librarians who want to come back to school for more specialization, and to update their knowledge in a systematic way. It is the contention of this report, however, that the objective set in section II of this chapter, of achieving acceptance of the M.L.S degree as the minimum for professional recognition, deserves the highest priority.

The question of integration of new subject fields into the curriculum is closely related to the comments above. While it is evident that all library school faculties, during these recent years in particular, have been giving substantial attention to curriculum revision, this report is willing to assert that the profession generally has not yet really solved this dilemma of accommodating the new in a systematic and orderly fashion. Perhaps a reasonable period of experimentation with the concept of curriculum "tracks" representing particular interests and involving a reasonable number of "add on" types of courses would be not unreasonable, hoping for effective integration after more experience with and knowledge of the real as opposed to the alleged content of the new fields.

This report has already recorded the almost universal concern of librarians with respect to the gulf that seems to exist between theory and practice, and between what goes on in the classroom and in the real world of the library environment. Historically, the concept of apprenticeship was one solution.

More recently an earlier idea of practice work or something like supervised teaching in teacher education programs has been coming more prominently into discussion. Variants include the idea of the internship not unlike that in medical education. Others have stressed the ultimate necessity of library-library school relationships, again much like that in medicine. Certainly persons with some experience in library work previous to and/or during library school study appear to grasp the concepts more readily.

Perhaps here, too, the ultimate solution may require a combination of remedial steps. Emphasis in this report, however, will be on the development of a combination of teaching aids which will simulate and portray the real life environment of libraries with special reference to the libraries in Indiana. Because this proposal is interrelated with suggestions relative to the education of library technical assistants, and to the whole concept of in-service and continuing education, it will be spelled out in detail in section X of this chapter. It should be mentioned here, however, that it involves faculties of the library science programs in the development of these proposed technological aids to instruction, and suggests that the needs of students for an understanding of the practical aspects of library work be separated from the regular curriculum thus reserving precious course time for depth study of resources in relation to the needs of readers, and to more depth study of the larger environment in which the librarian works.

Perhaps one of the more serious limitations of library education programs, generally, and of new library school graduates, is the absence of attention to, and understanding of, the relationships of the librarian's work to the larger community, whether this be the public librarian in relation to the political process, and total community forces, the school librarian in relation to the larger sphere of activity of the school principal and superintendent, or the college librarian in

relation to the realities of the life of his teaching colleagues and his counterparts in other offices of central administration. The premise is, for example, that the librarian in an institution of higher education, and the key staff members of that library, must know at least as much about the whole concept and institutional forms of higher education as the officers with which he works and the faculty members whose teaching and research the library is supposed to sustain.

Of the questions remaining with respect to library education programs, the matter of in-service and continuing education, alluded to above, will be dealt with in section IX, leaving only that of possible cooperative efforts between and among the different schools offering library science programs. Such cooperation is made more difficult perhaps by such factors as differing administrative arrangements; the Purdue program, for example, operating as part of the Department of Education, while Muncie and Terre Haute operate as separate departments of their respective universities. In turn, Bloomington operates as a separate school within the University and has the distinction at the moment of being the only program accredited by the American Library Association. But in spite of these differences, it would seem reasonable that both formal and informal arrangements be further developed to approach the condition of recognizing that all four programs are integral parts of the State's efforts to provide appropriate educational opportunities for the citizens of the State, and to increase the probability that Indiana libraries of all types would have an adequate supply of well qualified librarians.

Proper articulation with programs of library education sponsored by private institutions offers still another possibility for the careful nurturing of all resources in the state toward meeting efficiently the total personnel requirements of Indiana libraries.

V. Policies with respect to the geographical distribution and availability of professional courses should be rationalized

The vagueness of this heading characterizes the lack of a clear pattern of action to resolve the conflicting views and concerns of those involved with the problem. Practicing librarians short of full certification or of the M.L.S. degree very much want a reasonable number of the regular courses to be offered at locations say within an hour's drive from where they work. Concurrently, such accessibility would not necessarily result in enrollments adequate to justify offering the courses. Also, given the choice, most faculty members would prefer to teach at one location and near their places of residence.

Against this background of conflicting needs and interests, it is suggested that a clear distinction be made between regular courses constituting basic parts of the M.L.S. curriculum and the very wide range of in-service and specialized courses which might properly appeal to and deserve the participation of substantial percentages of the practicing librarians on a geographical basis. Some of the latter might also constitute part of the basic M.L.S. program on an ad hoc basis, although they would be designed more for the enrichment of capabilities of the practicing librarian. Of the former, the basic M.L.S. program courses, the off campus and extension type of program should be limited to locations and situations where the teaching environment, including availability of library and other resources, were comparable to that of regular campus instruction. This caution is stated with full realization of the current trend back to highly individualized and unstructured programs in many parts of the country. Nevertheless, this statement is meant to assert that these forms of instruction are not necessarily appropriate for programs of professional education, if indeed they are appropriate at the undergraduate level.

VI. Professional leadership should take the initiative in defining and monitoring the role of the library technical assistant

This report has attempted to be consistent in using the term "library technical assistant" in a way which would correlate with the definition in the A.L.A. policy statement relating to library education and manpower.[1] Somewhat reluctantly, many persons concerned with the quality of professional education are witnessing a certain erosion of the concept of the liberal arts education as the foundation of both graduate and professional education in favor of a renewed emphasis on vocational and technical education. Law schools and even medical schools are under pressure or are taking the initiative in forshortening the period of education by invading the years traditionally given to general and liberal education. Professional education is being started earlier, in some instances even at the sophomore level.

Library education has been under similar pressure for many years both from within and from outside the profession. In fact, some undergraduate programs were accredited by the American Library Association under the 1933 standards which were in force until the late 1950's. Furthermore, both the 1951 and the 1972 standards allow for the initiation of professional study at the undergraduate level.

Against this background relating to patterns of professional education, a concurrent pressure of substantial import to the library profession is developing, namely, for a systematic and more formal recognition of the role of the technically trained person in the library environment. What the library profession must realize is that there is a ground swell of enormous strength supporting the concept of the library

---

[1] "Library Education and Manpower: An A.L.A. Policy Proposal," American Libraries, 1 (April 1970), pp. 341-44.

technical assistant, and the provision for a reasonable career ladder for those who cannot or do not wish to meet the requirements for the M.L.S. degree.

In the face of these needs and pressures from outside as well as inside the profession, librarian leadership would be well advised to take the initiative in setting standards and in defining the role of this category of personnel in relation to professional level positions, and to other categories of support staff. A particular concern should be that of setting safeguards, as necessary, to avoid the effects of a kind of Gresham's law whereby professional level positions would become indistinguishable from the technical. The growing thrust of advertisements now common in New York subway cars, and surely elsewhere, promising "a college graduate's salary without the cost of a college degree" must be faced realistically but without selling professional education short, unless or until there is substantial evidence to support such a drastic change.

More specifically, there should be carefully developed standards with respect to the aims, objectives, and content of such programs; the minimum number of credits required; and the interrelationship of the differentiated study with other college level courses. In turn these standards should be backed up by state certification. Career ladders or the absence of career opportunity should be explicitly stated.

The position description developed by the U.S. Bureau of Labor Statistics in its library manpower study[1] provides a possible framework for developing such standards:

> Technical assistants apply library-related skills to one or more of the functional areas of library operations for the purpose of supporting and assisting the professional staff. Technical assistants may be responsible for such assignments as implementing circulation policies and procedures, preparing and maintaining library materials and equipment, and performing various aspects of acquisitions processing or

---

[1] Library Manpower Study: Staff Position Paper, U.S. Department of Labor, Bureau of Labor Statistics, 1972.

cataloguing. Technical assistants may render reference services of a directional or fact-finding nature. They may work in a supervisory capacity to direct the work of clerks or other technical assistants.

An alternative to this relatively specific approach to vocational-technical training is the "broad cluster" concept also promulgated by the U.S. Department of Labor.[1] The idea here is that the preparation would be such as to offer more options with respect to career ladders.

Many other concerns should accompany professional involvement with the technical assistant concept, but unless those responsible for monitoring the enforcement of personnel standards are willing to take a strong stand on the question of requiring graduate level education for advancement to full professional standing, then the whole idea should be suspect.

Two additional concerns with respect to the "library technical assistant" concept should be mentioned, namely, the nature of the curriculum, and the role of the faculties and the schools responsible for the M.L.S. programs. Analysis of a small sample of programs as reported in the literature suggests that they tend to be watered down versions of courses typical of full fledged library schools: reference, cataloging, circulation services, etc. This approach seems lacking in logic and rationale, if indeed the technical assistant is to play a distinctive role in the typical library environment, or, to put it the other way, if such courses make sense for the technical assistant perhaps they are not appropriate for the graduate student in an accredited library school.

The more rational approach would seem to be that of building courses around the observable activities involved in positions supportive of professional level responsibilities with the emphasis on the practical.

---

[1]William F. Alexander, "Careers by Cluster", in NJEA Review, December 1972, p. 22.

Opinion with respect to the role of the graduate library school in the education of the library technical assistant ranges from that of recommending total involvement to no involvement whatsoever. This report takes a middle position suggesting that those who should know most about education for librarianship, the faculties of library schools, should have a reasonably dominant role in establishing aims, objectives, and content, as well as in establishing the kinds of specifications which would distinguish clearly between technical and professional levels of competence and performance. On the other hand, this report would urge that such curricula as are developed by Indiana institutions be kept separate and distinct from the professional level programs. Separation of these two distinctly different kinds of programs will avoid confusing those who participate in them as students, and administrators and trustees who will be involved in their employment.

VII. Personnel and education programs should be associated with the assumption that public library service must be extended to all citizens of Indiana

In one sense, this topic, of extending public library service to all citizens of the state, does not belong in a library education and personnel study. On the other hand, no consideration of these matters could be definitive except in relation to such basic questions of policy. Certainly staff requirements will depend upon the number of persons to be served and the quality of service to be delivered. There is the related matter of concern for the basic structure of public library service in relation to such recommendations as establishing the M.L.S. as the threshhold degree for entry into the profession.

A central premise of this section of the report is that the pattern of government, financing, and administration of the public libraries, particularly in the non-urban areas, must be

changed substantially if the twin objectives of extending library service to all citizens of the state, and at a level of quality represented by establishing the M.L.S. degree as the minimum for full professional standing, are to be achieved.

Preconditions to making progress toward attaining these objectives are:

(1) Agreement as to what constitutes quality library service in relation to personnel and other resources.

(2) The development of a plan for creating library units large enough to make quality library service economically viable.

(3) Achieving the political support necessary to secure adequate financing from local, county, and state sources.

In terms of personnel this report defines minimum level quality service as guaranteeing "in house" availability of an M.L.S. level professional librarian during a substantial portion of the hours when the library is open for service. This is a most modest base but one which has not yet been achieved in many of the smaller public libraries, and is one which might serve as a floor, hoping and expecting that essentially all public libraries would be above it.

With respect to the creation of larger units believed necessary to generate and to justify adequate financing, State programs are already developed at least to the point of draft legislation. It remains to persuade legislators and others of the necessity to pass the legislation and to provide the necessary funding. It is becoming increasingly evident that organizations such as the Indiana Library Association and its affiliates must develop year round and sophisticated "information" programs reaching not only the elected officials but also the political leaders who make such elections possible.

In summary, it is recommended that in addition to the proposed legislation regarding public library units and the accompanying provision for State aid for public libraries,

standards be set with regard to the availability of M.L.S. level personnel in local libraries, that state aid funds mandate a state wide salary scale for professional librarians sufficient to compete nationally for graduates of master's programs, and finally, that a plan and program for creation of a regional system of libraries be developed to insure that small local libraries become parts of larger systems which in turn would be staffed to provide guidance and advisory services in a formal way as well as to serve as nearby back-up resource libraries.

The proposed changes in regulations governing the administration of the Certification Law to achieve the standards of service outlined above appear in section XI of this chapter.

VIII. Minimum standards for the availability of school library and media center services should be mandated and financed by the State

As recommended for the public library sector, there should be no compromise with the objective of providing for students and teachers, access to fully qualified professional library personnel in all school situations.

The official position of the State with respect to school libraries and media centers, by whatever name, and the personnel associated with them is presented in two documents: The Administrative Handbook for Indiana Schools[1] and Bulletin 400: The Education of Indiana Teachers.[2] In one sense, the above recommendation is already in the process of being achieved, or at least local schools are under legal and administrative pressure to meet prescribed standards. There remain, however, several key questions:

---

[1] The Administrative Handbook for Indiana Schools (Indianapolis: The State Superintendent of Public Instruction).

[2] Bulletin 400: The Education of Indiana Teachers (rev. 1969; The State Superintendent of Public Instruction).

(1) Are the prescribed standards adequate to present and future needs?

(2) Are they backed with sufficient force to insure compliance?

(3) Are present organizational arrangements within school corporations conducive to creating the larger units of service needed to provide a viable base for supporting quality library and media services?

(4) Will substantial subsidy be needed from the State to insure full compliance either with present or up-graded services?

(5) Finally, do those who are responsible for making budget and personnel decisions have sufficient knowledge of what is required, particularly in the area of personnel, to develop and to sustain quality level library and media services?

Certainly reported reactions to the recommendations of the Indiana Public Education Management Survey[1] are encouraging as are the efforts of school library leadership in the State to secure legislation mandating the establishment of media centers in all public schools. These steps are very much in the right direction and should be pursued vigorously with across the board support of all educational and library organizations in the State. It should be asserted here, however, that it will be the nature and character of the decisions made by school administrators and school boards, both with respect to personnel and local organizational matters, that will finally determine library and media center capability to perform. As mentioned in an earlier section, this report contends that in spite of librarian efforts to establish national standards and to publicize them widely, there is still much too wide a gap between the school administrator's concept of the school library, and its actual potential as an educational force in the school environment.

---

[1] "Indiana Studies Elementary School Libraries", American Libraries, 4 (April 1973), pp. 189-190.

More specifically, this report urges that the M.L.S. degree be set as the minimum educational requirement for full professional status in the school library field as in other sectors of librarianship. It urges further, that certification regulations and all other administrative regulations be amended to specify what constitutes a minimum quality level of service in the school environment and to mandate the "in building" availability of an M.L.S. level graduate for a reasonable number of hours weekly, even in schools of small enrollment, and full time availability under all other circumstances.

If this is set as the objective of highest priority which it deserves, then all other constraints or limitations should give way. In other words, in situations where either the student population base or economic limitations make this difficult or impossible to attain, various methods of creating larger units of service must be developed. The so called BOCES programs (Boards of Cooperative Educational Services) provides one pattern. Others are suggested or implied in programs already being promoted by the library leadership in Indiana. Attainment of this objective would also involve changes in the present certification regulations and in the application of some of the present provisions of those regulations.

One solution, for example, would be to place senior professional level school library positions under the certification program for school services personnel. This section of the regulations already requires completion of "the graduate level program" for the area for which endorsement is sought, and either states or implies a master's degree. One possible limitation of this model is the requirement of sixty semester hours of post-college work for the "professional" certificate but perhaps this is not an unreasonable requirement in the longer run. What all of this implies is that the fully qualified school librarian and media specialist should be raised at least one notch in the hierarchy, namely to the Assistant

Principal level within the building, and to the Assistant Superintendent level within the larger system. This report asserts that only in this way will the library-media center concept be able to achieve its full educational potential.

Perhaps more should have been said in this section about the implications of the data presented in Chapter V with particular reference to the nature and character of recent appointments to school library positions. There is the inference, for example, that the schools were not necessarily making the best use of salary funds judged by the levels of educational achievement of those being appointed. This was especially evident when comparisons were made with the recent appointments to positions in academic libraries. Surely the schools deserve the best, and it is here contended that it is the M.L.S. degree over the years which will produce the best results in the school library environment also.

IX. In-service and continuing education programs deserve the highest priority in all sectors of the library establishment in Indiana

There appeared to be all but absolute unanimity among the librarians reporting that the whole question of in-service and continuing education deserves the highest possible priority on the time of librarians and library educators. The high level of interest in and concern for finding more effective patterns of educational programs for improving the capabilities of practicing librarians can also be documented by reference to the current and retrospective literature of librarianship, and the attention given to the topic at meetings of professional associations.

Having established the priority it deserves, it remains to suggest a practical and concrete course of action for fielding a program viable for each (and all) of the areas of librarianship. Although many aspects of any such program would be applicable in all types of libraries, suggestions will be presented separately

for the public, school, and acedemic library areas.

The Public Library Sector

While it has already been indicated that this topic deserves the attention of both librarians and library educators as well as trustees, school, and college administrators, it would seem appropriate for the State library to take the initiative in developing programs for practicing librarians in the public libraries. Actual programs would of course involve members of library school faculties in and out of the State as appropriate both for the design of programs, and for their execution.

The model suggested here is designed primarily for personnel in the smaller public libraries of the State who do not have the M.L.S. degree and who, at this point in time, do not have the benefit of direct access to fully qualified and experienced professional librarian supervisors. The program would involve the following sequence of steps:

(1) The identification of several public library environments which were judged to provide superior services, and which were reasonably typical of the situations in other communities in the State whose personnel would be involved in the program.

(2) The careful analysis of these environments by specialists working in a team relationship with a librarian of proven capability, to determine the nature and character of the qualifications of the personnel which generated quality level service.

(3) The design of a curriculum in the form of a series of mini-courses, inter-related as far as practicable with the course structure of formal programs in library science, this to increase the possibility of eventual articulation with such programs.[1]

---

[1]Hopefully as much as nine hours of credit might be earned in relation to revised certification requirements proposed in Section XI.

(4) The structuring of this curriculum into a time sequence and with some pattern of course credit, hopefully in one week units of one semester credit each for full-time intensive study.

(5) Pilot testing of the program and eventual launching of it in various population centers throughout the State, concentrating perhaps in the summer period when work loads in local libraries were the lightest.

While the subject matter of these particular courses should be developed from the monitoring of the selected libraries, it would seem probable that they might run the gamut from content typical of orientation type courses similar to those constituting the so-called core curriculum, content similar to that of public library related courses in the fifth year curriculum, to content which might be of the refresher course type suitable for persons with the M.L.S. degree or its equivalent, including subjects which have only recently come into library school curricula.

With the above program suggested primarily for the practicing librarian or library assistant without the M.L.S. degree, attention must also be given to the personnel of multi-staff libraries most of whom might well have the M.L.S. degree. Here the suggestion is that the institute concept as it has developed in recent years would continue to be one of the ways in which newer concerns and specializations might reach those who would profit most from them. Here the State Library might be a principal to occasional sponsorship as would the four major library education centers in the state. Obviously, some means of coordination would need to be established. One possibility would be through the creation of a council of directors of the four major programs. An alternative would be an ad hoc council involving representatives of the four programs and the State Library.

The whole thrust of these recommendations is that

something very much more than lip service to these concepts is essential in the immediate years ahead not only in Indiana but throughout the country. Library administrators and Boards of Trustees will also have to cooperate both in granting the short leaves which would be necessary for the minicourses, and in providing the financial assistance for travel and housing.

The cold hard fact of both the library and the educational environment is that the personnel now on board will largely determine the quality of library service in the years immediately ahead. Small investments in upgrading their capabilities could pay big dividends in improved service and would have a cumulative effect in increasing productivity.

The School Library Sector

The major reason for separating discussion of in-service education by type of library was the belief that differentiated programs were desirable, even though many programs would relate generally to all types of libraries.

A key aspect of the school library environment is the fact that the certification requirements offer a two stage plan for meeting full professional status. Provisional status is offered for undergraduate programs but the M.L.S. degree is required for "continuing" certification. Because so many initial school library appointments are made to persons with only the undergraduate major, many school librarians are automatically in a kind of continuing education program. Hopefully such appointments will be decreasing to the point that the in-service education needs of the school library sector will be more like those in the public and academic sectors. Key objectives accordingly would include:

(1) Accelerating progress toward full professional certification.

(2) Refresher type courses to reach persons who took their professional courses years ago.

(3) Introducing concepts from newly developing fields of interest to the school librarian.

(4) Finally, offering school librarians an opportunity to benefit from the most successful experiences of their colleague librarians in and outside of the State.

This last objective suggests a course of action similar to that recommended in the public library sector, namely, that the first step in the program should be that of identifying a number of school libraries and media centers which are considered to have exemplary programs. By analysis of these environments, by a team approach, involving skilled position analysts and librarians, those capabilities which generated successful programs could be made the basis for in-service courses, workshops, and/or institutes. Concurrently, attention would need to be given to the whole complex of relationships in the school environment relating to the accomodation of A.V. and other products of educational technology to the more traditional concept of the library. As implied in earlier sections of this report, the accomodation of traditional librarianship and the media concept is substantially short of being achieved, and the media side of the picture, with its hardware overtones, may actually be burdening the library half of the marriage.

The Academic Library Sector

In view of the very substantial domination of the recent appointment picture in the academic sector by persons with the M.L.S. degree, this section will give particular attention to the "refresher" or "updating" function of in-service education. One of the problems emphasized by some of the respondents to the general query (see Chapter II) was the alleged need of persons in middle administration, and presumably also members of the

"middle generation," was their need for re-orientation to the realities of the administrative process during this period of time. Concurrently, there tends to be a lack on the part of parent institutions (i.e., schools and colleges), of sufficient knowledge of the realities of the larger environment in which the library operates. School librarians need to know more about school organization, board relationships, and community relationships. Academic librarians need to know more about academic man in his several roles as teacher, researcher, and member of his subject oriented profession. Only with this depth of knowledge of the life and work of his colleagues will he be able to fashion a viable program for the library. These areas, together with the need to become acquainted with the concepts of newer specializations, offers rich opportunities for beneficial programs of in-service and continuing education.

X. The capabilities of educational technology should be exploited in both formal and informal programs of library education

This recommendation deals with a cluster of at least three problems, all of which might be either solved or at least alleviated by the intensive and innovative use of new strategies of teaching coupled with the use of audio visual aids to instruction in the broadest sense.

If nothing else comes out of this study it will have been justified if the leadership in the field of professional education for librarianship in Indiana really solves the pressing need to integrate the theoretical aspects of librarianship with the practical knowledge required of the person on the front line of service in school, public, academic, and special libraries.

The education of the library technical assistant is a related problem in that it involves a differentiation between teaching students to perform the practical activities in library operations as opposed to the theoretical aspects of the field.

Then there was the almost unanimous concern of respondents to the general query with respect to the urgency of bringing more of the reality of the library operation into the classroom. Somewhat in conflict with this suggested direction for change was the expression of opinion that already too much of the "technical" and the "how to do it" had invaded what is supposed to be truly graduate level professional education.

Out of this cluster of concerns has developed the thought that major progress toward achieving at least three objectives would be possible through truly creative use of the very kinds of materials which librarians deal with in the instructional materials and learning center concept of the modern library. The objectives:

(1) To bring reality to the environment of the library school with the minimum invasion of class time needed for regular course work.

(2) To enrich programs of study for the library technical assistant.

(3) To provide a resevoir of teaching aids and self-study materials for in-service and continuing education programs.

More specifically, it is recommended that representatives of the library science faculties in the State collaborate with those competent in the field of educational technology in designing and producing whatever complex of video tapes, moving pictures, film strips, records, charts, and slides which may be necessary to reproduce and to simulate essentially all of the practical aspects of the operating situation. Indiana libraries would provide most of the working environment but would not be used exclusively. Existing nonprint materials would be used to the extent available, but the expectation is that much of what was required would be designed specifically for the needs of Indiana libraries.

Concurrently, study guides and programmed instruction types of support material would be developed. While the newly

BEST COPY AVAILABLE

developed materials would be suitable for supplementing normal classroom instruction, the major thrust would be to provide students with resources through which they could become familiar on their own with the very substantial range of practical activities with which the experienced preprofessional library school student is familiar.

It would be further anticipated that by judicious review of present curriculum content, certain aspects could be transferred from formal classroom instruction to the area of self study by the student on his own and disassociated from course credit. Similarly, some of the aspects of machine operation in the audio-visual field and possibly such course areas as the production of audio-visual materials might be dropped from the formal curriculum for the M.L.S. degree, leaving more time for the more academically oriented subjects.

XI. Certification regulations should be amended to require the M.L.S. degree or its full equivalent for continuing professional status

In addition to providing for certification of the library technical assistant suggested in Section VI of this chapter, certain changes would be necessary in these regulations if the M.L.S. degree is to be mandated as the minimum level of educational attainment for continuing status as a qualified librarian. It would appear that this could be accomplished through the steps outlined below:

(1) Discontinue use and availability of the present "Provisional Certificate".

(2) Introduce a new concept of "provisional" certification for persons considered qualified for professional level performance except for the completion of formal course work, allowing time for such study.

The precise terminology would need to be developed by the certification board. For example, a person might be made

BEST COPY AVAILABLE

eligible for "provisional" certification who was a graduate of a four year college program, had completed fifteen semester hours of approved library education courses, and who had submitted a plan for meeting the requirements for full certification by taking formal courses in library science and/or through the proposed program of in-service courses for credit to be developed by the State Library. Such a certificate would be issued for one year but would be renewable for possibly two additional years subject to evidence of satisfactory progress in course work.

(3) All other certificates (e.g., roughly the equivalent of present Librarian I, II, and III upgraded) would specify the M.L.S. degree or its full equivalent through a combination of formal education and the proposed in-service courses for credit.

For example, those admitted to the status of "librarian" by examination (and these would be progressively fewer in number) would be required to have an A.B. degree from an accredited college, possibly eighteen semester hours of approved courses in library science, nine hours of the in-service courses, and a satisfactory score on some form of examination.

At least two questions remain with respect to present and possible future conditions for certification:

(1) Would the several levels within the "Librarian" series be needed?

(2) Should there be a separate category, with or without levels, for librarians other than the Head Librarians of the public libraries?

This report would favor a single "Librarian" category for threshhold entry into the profession as confirmed by the full professional certificate with possibly an experience requirement added for positions of Head Librarian in libraries above a certain size.

BEST COPY AVAILABLE

Appendix A

A STUDY OF INDIANA LIBRARY EDUCATION IN RELATION TO MANPOWER NEEDS

PURPOSE: To study library education in relation to manpower needs including implications for the continued development of library education programs, both formal and informal, at all levels.

JUSTIFICATION: The development of library systems, the increasing cooperation among libraries of all types, new patterns of staffing, new techniques of management, and new technology,--all these and other changes make new demands upon library personnel. In order for library education to meet new needs, questions need to be raised and answers sought. How can library education programs best respond to present and future library needs? What is the role of library support staff and what are the implications thereof for their training? What continuing education opportunities are needed for Indiana librarians? How can programs of library education be further developed to insure quality library services for Indiana?

The proposed study would, moreover, form an integral part of the Indiana Library Studies series.

METHODOLOGY: A study by a library educator of national stature or by a team made up of the latter and a person well versed in personnel administration, would investigate and report the utilization of library staff.

IMPLEMENTATION:

(1) Indiana State Library appoint an advisory group.[1]

(2) Indiana State Library contract with consultant(s).

(3) Indiana State Library host one or more conferences[2] to discuss study and findings.

BUDGET:

(1) Services Personal: Director, $8400; Consultant Assistance, $2500; Clerical Assistance, $600; Total $11,500.

(2) Services Contractual: Communications, $350; Transportation, $2140; Printing, (150 copies at $5.00 - $750; Total - $3240.

(3) Supplies: Office, $100; Other, $160.

TOTAL ---------- $15,000

The above budget and proposal are submitted to the LSCA Advisory Council for a much needed study of library education in relation to the continued development of library education programs, both formal and informal, at all levels relating to library manpower needs.

---

[1] (The Advisory Committee) could be made up of heads of graduate library programs and representatives of such groups as Indiana State Library; ILA; College and University Round Table; Indiana Large Public Library Administrators; Small Public Libraries Group; ILTA; ISLA; ASIS, Indiana Chapter; SLA, Chapter.

[2] Library educators meet at I.U. (Indiana University) in spring. Dean Fry is Chairman of ILA Education Committee. A good time for a dress rehearsal for the large conference.

BEST COPY AVAILABLE

Appendix B

LIBRARY MANPOWER AND EDUCATION SURVEY
ADVISORY COMMITTEE

Dr. Marina E. Axeen
Graduate Library School
Ball State University
Muncie, Indiana

Miss Gail E. Besket
Indiana Vocational Technical College
Indianapolis, Indiana

Dr. Jane Flener
Indiana University Library
Bloomington, Indiana

Mr. Bernard M. Fry
Graduate Library School
Indiana University
Bloomington, Indiana

Mr. Phil Hamilton
Kokomo Public Library
Kokomo, Indiana

Mr. Edward A. Howard
Evansville Public Library
Evansville, Indiana

Mrs. Ferne Johnson
Fort Wayne Public Schools
Fort Wayne, Indiana

Mr. Bruce Landis
Division of Teacher Training and Licensing
Indianapolis, Indiana

Dr. Robert Little
Graduate Library School
Indiana State University
Terre Haute, Indiana

Miss Helen Loftus
Eli Lilly Company
Indianapolis, Indiana

Mrs. Madeline Niederhauser
Indiana State Library
Indianapolis, Indiana

Dr. William J. Studer
Indiana University Library
Bloomington, Indiana

Mr. Ralph Van Handel
Gary Public Library
Gary, Indiana

Miss Carolyn Whitenack
Department of Education
Purdue University
Lafayette, Indiana

Mr. Earl Wood
Indiana Library Certification Board
Franklin, Indiana

Richard H. Logsdon
Consultant for the study
601 West 113th St.
New York, N.Y. 10025

Miss Marcelle K. Foote
Director
Indiana State Library
Indianapolis, Indiana

Appendix C

INDIANA MANPOWER AND EDUCATION STUDY

FORM 1

To Members of the Library Profession in Indiana:

This memorandum invites your assistance and participation in the study of library manpower and education sponsored by the Indiana State Library. More specifically it offers the opportunity for you to identify what you consider to be the key problems with which the study should deal relating to meeting present and future personnel requirements.

The following list of topics is offered as suggestive of those on which your opinions and suggestions would be helpful. However, you need not be limited to these nor need you comment on all of them. It is hoped, however, that substantial numbers of librarians and library educators in the State will respond, thus identifying the key concerns of the profession at this time and for the immediate period ahead.

All replies will be handled confidentially and without attribution to individual respondents. In addition to your personal reply it is hoped that you will invite responses from members of your staff including those in other than professional positions. Extra copies are enclosed for the purpose.

AREAS OF CONCERN

(1) Appropriateness of the American Library Association concept of the five-year program including one year of professional education:

-- more or less professional content

-- more or less specialization by type of library or library work within the one-year program

-- extension of the program to six years

-- additional subjects which should be added or given more emphasis (e.g. non-print materials; systems analysis; management techniques; computer applications)

-- other changes in curriculum and teaching strategies (e.g. more theory or less)

-- endorsement of the present pattern of library education

BEST COPY AVAILABLE

(2) The concept of the library technical assistant:

Defined as an educational program involving approximately two years of college including approximately one semester of course work relating to library and learning center activities

-- appropriateness of this type of education and personnel in the library environment

-- kinds of positions and specializations (e.g. general assistant; A.V. technician, etc.)

-- relationship to professional level positions

-- relationship to other types of positions

-- career ladder problems - barriers to moving to the professional level if any

(3) Future staffing patterns in libraries:

-- appropriate ratios of professional staff, technical assistants, and other staff for given types of libraries

-- the role and relationship of the library assistant - here defined as the college graduate who may or may not want to go on to a library school

(4) In-service and continuing education

-- form, character, content

-- role of the library or library system

-- role of the library school or department

-- responsibility of the individual librarian

-- role of state and national library associations

(5) Library education programs

-- adequacy of existing programs - state and national

-- regional and intra-state location and availability

(6) Appropriateness of existing laws and regulations relating to library education and personnel in libraries - including certification, civil service, faculty status, etc.

(7) Other major problems or constraints

-- quantitative and qualitative aspects of the situation

(Directions for response to the consultant)

Appendix D

MANPOWER AND EDUCATION STUDY
Personnel Inventory
Questionaire

The purpose of this questionaire is to compile an inventory of the present budget capability of Indiana libraries to sustain staff positions of the types and levels indicated, and to solicit judgments of library administrators and others with respect to probable growth in the number of positions during the next ten years. The form is intended to cover all personnel except those engaged in building maintenance.

The hope is that data for the fiscal year beginning in 1972 will be available - that is for the calendar year 1972 or for the fiscal year 1972-73 depending upon local budget practice. If this is not possible, data for the preceding year should be supplied. Responses should indicate the period.

As with all questionaires, the categories below may not fit your situation precisely. In such cases give the information as you compile it with explanation.

Budget capability rather than present use of budget lines is desired. In other words ignore temporary variations in use of lines, job freezes, and the like.

Sections I through VIII of the questionaire seek consolidated information for the library as a whole. Section IX asks for information on individual appointees to designated positions for the three-year period July 1, 1969 through June 30, 1972.

Complete information at the earliest possible date is essential to keep the study on schedule. Replies should be sent to the address below - hopefully by July 21, 1972.

Richard H. Logsdon
601 West 113th Street
New York, N.Y. 10025

(Form 2 - June 21, 1972)

Name of reporting library and fiscal year for which data is supplied: _____

Person completing the form and telephone number: _____

_____

I. Professional librarian positions (including the librarian in charge) for which you would normally require a fifth-year library science degree and three or more years of experience;

A. Number of positions authorized by the budget: _____*
B. Number now vacant: _____
C. Salary range under present policies: Min: _____ Max: _____
D. Salaries actually paid: Min: _____ Max: _____
E. Your judgment as to the number of additional positions which would be desirable by 1983 _____; attainable by 1983 _____
F. Your judgment as to the total number of vacancies which will develop in authorized positions during the six-year period 1973-1978 _____

II. Other professional level librarian positions for which you would normally require a fifth-year library science degree but relatively little previous experience (e.g. none to three years)

A. Number of positions authorized by the budget: _____
B. Number now vacant: _____
C. Salary range under present policies: Min: _____ Max: _____
D. Salaries actually paid: Min: _____ Max: _____
E. Your judgment as to the number of additional positions which would be desirable by 1983 _____; attainable by 1983 _____
F. Your judgment as to the total number of vacancies which will develop in authorized positions during the six-year period 1973-1978 _____

*Give all figures in all sections except VI in full time equivalents.

III. Other positions which you consider to be at the professional or quasi-professional level:

(Note: Please supply the information for each position title, adding sections IIIa; IIIb; etc. if more than one position title is involved)

Position title:_____

Educational requirements:_____

A. Number of positions authorized by the budget:_____

B. Number now vacant:_____

C. Salary range under present policies: Min:_____; Max:_____

D. Salaries actually paid: Min:_____; Max:_____

E. Your judgment as to the number of additional positions which would be desirable by 1983_____; attainable by 1983_____

F. Your judgment as to the total number of vacancies which will develop in authorized positions during the six-year period 1973-1978_____

IV. Positions requiring specialized education relating to library operations such as that provided in library technical assistant programs: (Defined as involving two years of college including approximately one semester of courses relating to library activities):

A. Number of positions authorized by the budget:_____

B. Number now vacant:_____

C. Salary range under present policies: Min:_____; Max:_____

D. Salaries actually paid: Min:_____; Max:_____

E. Your judgment as to the number of additional positions which would be desirable by 1983_____; attainable by 1983_____

F. Your judgment as to the total number of vacancies which will develop in authorized positions during the six-year period 1973-1978_____

G. Number of existing budgeted positions if any which would be allocated to library technical assistants if they were available for employment_____

Professional level positions_____

Other positions_____

V. Support staff defined as those regular and continuing positions which would normally be filled by persons working full time:

A. Number of positions authorized by the budget:_____

B. Number now vacant: _____

C. Salary range under present policies: Min:_____; Max._____

D. Salaries actually paid: Min. _____ Max: _____

E. Your judgment as to the number of additional positions which would be desirable by 1983_____; attainable by 1983_____

VI. Part time and hourly wage staff not included above:

A. Total number of hours available annually _____

1. from the library budget _____
2. from other sources (e.g. work study programs)_____
3. hourly rates of pay: Min:_____ Max:_____

VII. Other personnel not included above except volunteer help:

(Note: Please supply the information for each position title adding sections VIIa; VIIb; etc. if more than one position title is involved)

Position title:_____

Educational requirements:_____

A. Number of positions authorized by the budget:_____

B. Number now vacant:_____

C. Salary range under present policies: Min:_____ Max:_____

D. Salaries actually paid: Min:_____ Max:_____

E. Your judgment as to the number of additional positions which would be desirable by 1983_____; attainable by 1983_____

VIII. Volunteer and similar staff assistance:

Note: Give hours actually provided during the fiscal year covered by this report:_____

BEST COPY AVAILABLE

IX. Personnel and related information on recent appointees to professional level and other positions for which professional or technical education was required:

Detailed data as outlined below is sought for all appointments during the three-year period July 1, 1969 through June 30, 1972, to those positions reported in sections I, II, and III, and IV above.

A separate form should be used for each appointment. Hopefully, the number of copies enclosed approximate the number of appointments. Supply data as of the time of appointment.

(1) Status of position at the time of appointment:

(a) New____ (b) Existing_____ (c) Became vacant because of resignation_____ (d) Became vacant because of retirement _____ (e) Other reasons _____

(2) Position title:_____

(3) Salary _____ Ten months _____ Twelve months_____

(4) Effective date of appointment_____

(5) Year of birth _____ Sex _____

(6) Previous position or status_____

(7) Education:

(a) Number of years of post highschool education_____

(b) Degrees & year: A.B._____ Master's in Lib. Sci._____ from (name of school) _____

Other Master's _____

Other degrees _____

(c) If no Master's degree in library science: number of undergraduate semester hours credit in library science _____ at (name of school) _____

Number of semester hours of graduate credit _____ at (name of school)_____

(d) Teaching or other certificates:_____

(8) Present status of incumbent:

(a) Still with the library_____

(b) Went to another institution _____

(c) Left the profession _____

(Form 2A - June 21, 1972)

Appendix E

I N D I A N A S T A T E L I B R A R Y

MEMORANDUM

TO: Superintendents of Indiana School Corporations

FROM: Marcelle K. Foote, Director of the Indiana State Library

Subject: The Indiana State Library Manpower and Education Study

The enclosed questionnaire forms are designed to achieve three objectives:

(1) to prepare an inventory of budgeted positions in all types of libraries in Indiana (Form 2)

(2) to assemble specific information about persons appointed to professional and technical level positions during a three year period (Form 2A) and

(3) to invite the judgments and opinions of librarians, library educators, and persons in educational administration with respect to present and probable future needs (Form 1)

These forms are being sent to School Superintendents for information relative to school library positions on the assumption that the information would be available only at the school corporation level.

The information called for in Forms 2 and 2A is the most critical. However, replies to the general query (Form 1) by librarians in your school system and by persons representing school administration would be most helpful.

The forms are, I believe, self-explanatory. Your assistance and that of your colleagues is earnestly solicited and will be greatly appreciated.

Enc.

Appendix F

INDIANA STATE LIBRARY
140 North Senate Avenue
Indianapolis, Indiana 46204

June 26, 1972

Dear Librarian:

As you no doubt heard the Indiana State Library is funding a Library Manpower and Education study for the state. The value and reliability of the findings of this study will be in direct proportion to the completeness of the information returned by all who are asked to participate in the survey. Your assistance is earnestly solicited to provide the budget and personnel data called for on the enclosed form.

This personnel inventory questionnaire is for the library as a whole. It will constitute an up-to-date record of the total staff by major position classification available to Indiana libraries. Other questionnaires will seek information with respect to programs in library education and detailed information concerning present incumbents of professional and technical level positions.

I hope you have already received and replied to the general query which was sent asking you to state your judgments and convictions concerning current and future needs in the areas of manpower and education.

Your cooperation in this study will be greatly appreciated. Early responses to this and other queries will be very helpful and for them, we shall be most grateful.

Sincerely,

(Miss) Marcelle K. Foote, Director
Indiana State Library

MKF:mm
Enc.

Appendix G

Indiana State Library
140 North Senate Avenue
Indianapolis, Indiana 46204
Manpower and Education Study

TO: Deans and Directors of Library Education Programs

FROM: Richard H. Logsdon, Consultant to the State Library

The purpose of this query is to assemble up to date information with respect to library education programs offered by Indiana institutions. Where the information requested does not coincide reasonably with the way your records are maintained, supply such related information as is available with appropriate explanation.

In addition to the information requested, copies of any recent policy or planning documents would be helpful.

Name of Institution: _____

Person supplying the information and telephone number: _____

(1) Number of Faculty	1970/71	1971/72	1972/73
Full Time			
Professor	_____	_____	_____
Associate Professor	_____	_____	_____
Assistant Professor	_____	_____	_____
Instructor	_____	_____	_____
Other (Specify)	_____	_____	_____
Part Time			
Total Full Time Equivalent	_____	_____	_____
(2) Support Staff			
Give position titles and Full time equivalents			
_____	_____	_____	_____
_____	_____	_____	_____
Total Full time Equivalent	_____	_____	_____

Form 3 June 21, 1972

(3) Programs Offered — Number of persons completing program

Identification of Program:	1968/69	1969/70	1970/71	1971/72

(4) Schedule of library science courses actually offered in 1970/71 and 1971/72 (Existing copies of class schedules by term annotated to show level of instruction will serve the purpose).

Number, name and level of Course ("U": Undergraduate "G": Graduate)

(Example)

	1970/71	1971/72	Planned 1972/73
Lib. Sci. 101: Instruction in Bibliography	U/G	G	G

(Additional pages or enclosures as necessary)

(5) General statement on Programs as now offered or planned for the future

(This section is designed to offer the opportunity to summarize particular aspects of present programs not described adequately above -- e.g. service courses for students in other departments; "use of library" courses; in service training programs.)

(Add pages and enclosures as necessary)

A reply to this query by July 21, 1972 will be greatly appreciated.

Richard H. Logsdon
601 West 113th Street
New York, New York 10025

Appendix H

TABLE 26

SALARY DATA FOR APPOINTEES TO PUBLIC, ACADEMIC AND SCHOOL LIBRARIES FOR THE THREE YEAR PERIOD JULY 1, 1969 - JUNE 30, 1972

M.L.S.	Number of Appts.	Low	High	Average	Median
Public	100	$ 5,128	$12,500	$ 8,333	$ 8,075
Academic	98	7,000	18,500	9,654	9,272
School	39	6,850	14,528	10,139	9,950
All sectors	237	5,128	18,500	9,435	9,650
A.B. plus					
Public	126	5,100	9,500	6,677	6,860
Academic	12	5,550	12,440	8,042	7,770
School	74	6,400	15,400	8,946	8.132
All sectors	212	5,100	15,400	7,888	7,912
Less than A.B.					
Public	22	3,400	6,740	5,266	5,370
Academic	3	5,358	7,950	6,319	5,650
School	0	0	0	0	0
All sectors	25	3,400	7,950	5,792	5,358

Note: Several reported salaries omitted because of lack of dates of appointment or because salaries were reported on an hourly rate.

Appendix I

TABLE 27

EDUCATIONAL INSTITUTIONS GRANTING DEGREES TO PROFESSIONAL APPOINTEES, JULY 1, 1969 - JUNE 30, 1972
INDIANA AND OUT OF STATE

	Number of Appts.	From Indiana Schools		From other States	
		Number	Percent	Number	Percent
M.L.S.					
Public	100	39	39.0	61	61.0
Academic	105	59	56.2	46	43.8
Schools	41	33	80.5	8	19.5
All sectors	238	128	53.8	110	46.2
A.B. Degrees					
Public	109	75	68.8	34	31.2
Academic	11	7	63.6	4	36.4
Schools	77	68	88.3	9	11.7
All sectors	197	150	76.1	47	23.9
Undergraduate Study in L.S.					
Public	95	76	80.0	19	20.0
Academic	4	3	75.0	1	25.0
Schools	59	50	84.7	9	15.3
All sectors	158	129	81.6	29	18.4